

Intent to Leave the Professoriate: The relationship between race/ethnicity and job satisfaction for pre-tenured professors in doctorate-granting universities.

By

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The relationship between race/ethnicity and job satisfaction for pre-tenured
professors in doctorate-granting universities.**

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Abstract

This study investigated pre-tenure faculty satisfaction and intent to leave their institution using the 2005 – 2008 data from the COACHE Tenure-Track Job Satisfaction Survey. The purpose of this study is to identify salient variables influencing faculty of color retention and to explain the lack of progress in diversifying the professoriate by exploring the associative relationship between racial/ethnic group membership and pre-tenure faculty job satisfaction and the collective relationship these variables have with departure intentions. The study was limited to faculty working at doctorate-granting universities in the U.S.

Results of the study suggest faculty of color are more likely to have intentions to leave their institutions than their White (non-Hispanic) counterparts. Specifically, the study's findings suggest satisfaction with tenure processes and procedures, teaching, advising, service, and research expectations, and collegiality negatively influenced departure intentions of pre-tenure faculty overall and for specific racial/ethnic groups. The study concludes by offering ideas for expanded research on pre-tenure faculty job satisfaction and intent to leave. Additionally, strategies for pre-tenure faculty retention in the aggregate, and targeted approaches by racial/ethnic group, are offered.

Keywords: Higher Education Faculty, Retention, Race, Intent to Leave, Job Satisfaction

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“Dream lofty dreams, and as you dream, so shall you become. Your vision is the promise of what you shall one day be; your ideal is the prophecy of what you shall at last unveil.”

- James Allen, *As A Man Thinketh*

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Chapter 1 – Introduction

1.1 Overview

From 1940 to 1970, there was huge growth in American higher education across the board resulting in the expansion of the professoriate, which nearly doubled from 120,000 in 1940 to 236,000 in 1960 and nearly doubled again from 236,000 in 1960 to 450,000 in 1970 (Schuster & Finkelstein, 2006). According to the National Center for Educational Statistics (NCES, 2010), there were 728,977 full-time instructional staff at degree-granting institutions in the U.S. in 2009, a growth of nearly 62 percent since 1970. This growth represented a significant advancement of the professoriate as a profession, yet little attention was paid to the racial/ethnic make-up of those hired. In 1969, the racial and ethnic minority presence among the faculty at predominately White colleges and universities was less than one in 26 (Schuster & Finkelstein, 2006). By 1990, the number of faculty of color¹ increased and the ratio between faculty of color and White faculty narrowed to about one in seven, a growth rate of nearly 14% overall. In most recent years, there has been considerable growth in the number of faculty of color in the academy. From 1993 to 2005, there was additional growth in numbers and percentages of faculty from every racial/ethnic category and some progress was made in terms of diversification within tenure track faculty ranks (Allen et al., 2002). Allen et al. (2002) explains that even though the representation of faculty of color grew by 16% during this time period, this growth, when considering the starting point, represents a zero sum gain as the overall growth of faculty was 24%. More recently, the number of faculty in tenured, or pre-tenure positions, at four-year

¹ In this study, the term faculty of color refers to faculty from underrepresented racial/ethnic populations. The specific racial/ethnic groups explored in this study's data analysis are Asian Americans, African Americans or Blacks, Hispanic Americans or Latinos. Other groups were not included because the size of the sample for these groups was too small for inclusion. Additionally, faculty participants who reported being non-U.S. citizens on the COACHE survey were not included in the analysis. This study looks specifically at domestic faculty of color.

degree-granting institutions in the U.S. increased by nine percent from 2003 – 2009 (NCES, 2010). During this same period, the number of faculty of color increased by 2.8 percent. In 2009, in terms of faculty diversity by academic rank, 14 percent of full professors, 18.3 percent of associate professors, and 23.3 percent of assistant professors at four-year degree-granting institutions were faculty of color (NCES, 2010). Finally, in the past five years the largest increase of faculty of color was at the assistant professor rank where there was a 3 percent increase (NCES, 2010).

These numbers suggest that institutions have made great efforts to recruit a more diverse faculty and as impressive as these increases appear, these increases are marginal when considering the overall growth in the faculty. Many higher education institutions have become committed to diversity and, although institutions are attempting to recruit more faculty of color, faculty diversity initiatives have been noted as the least successful of all higher education diversity efforts (Jayakumar et al., 2009; Smith, 2009, Smith et al., 2004). According to Diggs et al. (2009), “Predominately White institutions have not yet realized their goals of recruiting and retaining faculty of color in meaningful numbers” (p. 330). What does become apparent when these numbers are considered in greater depth is: one, that faculty of color are underrepresented in the professoriate; and two, the largest portion of faculty from racially diverse populations are at the assistant professor ranks.

The importance of colleges and universities employing a diverse faculty has been well documented. In order to meet the 21st century mandates to serve a more global and diverse society, colleges and universities have an interest in recruiting a more diverse faculty (Allen et al., 2000; Antonio, 2002; Milem, 2003; Milem, Chang & Antonio, 2005; Smith, 2009; Smith et al., 2004; Trower & Chait, 2002; Turner, Myers, & Creswell, 1999). Research has served to

heighten the attention higher education institutions currently pay to diversity issues within the academy, but particularly in terms of increasing the presence of underrepresented populations in faculty roles. All said, many higher education institutions have become committed to diversity and, although institutions are attempting to recruit more faculty of color, faculty diversity initiatives have been noted as the least successful of all higher education diversity efforts (Jayakumar et al., 2009; Smith, 2009, Smith et al., 2004).

According to Smith (2009), a diverse faculty represents an institution's values concerning equity, is central to developing diverse forms of knowledge, allows for relationships outside of campus with diverse communities, creates an environment attractive to recruiting other individuals from diverse backgrounds, and serves as the link between faculty and the future leadership pipeline for university administration. Furthermore, Evans and Chun (2007) suggest the compelling need for a diverse faculty is based on the demand to build and sustain a global context, and faculty of color bring innovative approaches to their institutions. All said, attention to diversifying the professoriate is necessary as faculty from diverse racial and ethnic backgrounds add value to the educational environment in many ways.

As posited by previous scholarly discussions, the importance of diverse faculty has been adopted by many individuals in leadership roles in the academy over the last several years. Some have attributed the lack of growth in underrepresented minority faculty to their dissatisfaction with expectations and barriers beyond those faced by their White counterparts (Allen et al., 2002; Smith, 2009; Villalpondo & Delgado-Bernal, 2002). The resulting effect of the lack of growth in the numbers of faculty of color influences the pipeline to the upper ranks and administration (Smith, 2009). The importance of diversifying the faculty, along with the documented dissatisfaction and barriers faced by faculty of color (Allen et al., 2002; Jayakumer et al., 2009;

Johnsrud & Sadeo, 1998; Ponjaun, 2006; Villalpando & Delgado-Bernal, 2002), serve as a basis for this study.

Additionally, the framework for this study is informed by the existing literature that explains faculty intent to leave. Multiple studies have explored the connection between intent to leave and faculty job satisfaction (Allen et al., 2002; Austin & Gamson, 1983; Barnes, Agago, & Coombs, 1998; Bluedorn, 1982; Dalessio, Silverman, & Schuck, 1986; Villalpando & Delgado-Bernal, 2002; Horn et al., 1992; Jayakumar et al., 2009; Johnsrud & Heck, 2004; Johnsrud & Sadeo, 1998; Lee & Mowday, 1992; Maiter, 1990; Mobley, 1970; Smart, 1990; Rosser, 2004; Tierney & Rhoads, 1993; Zhou & Volkwein, 2004). Smart (1990) and Matier (1990) developed causal models based on the earlier work of Mobley (1970) to explore those variables influencing faculty departure. Smart's (1990) model includes individual characteristics, conceptual work variables, and external conditions as the major set of determinants. Matier's (1990) contribution was that both internal and external factors play a role in faculty intent to leave. The internal factors in his model provided a "push" and external factors a "pull." Rosser (2004) and Zhou & Volkwein (2004) were able to extend the work of Smart (1990) and Maiter (1990) because new data allowed for the inclusion of variables that were not previously available. These models look at intent to leave as a multidimensional phenomenon including both internal and external variables in a robust way.

In addition, the relationship between job satisfaction and departure intentions for faculty of color have been explored in recent research and suggest that there are statistically significant relationships between race/ethnic group membership, job satisfaction, and departure intentions (Allen et al., 2002; Jayakumer et al., 2009; Johnsrud & Sadeo, 1998; Ponjaun, 2006; Villalpando & Delgado-Bernal, 2002). What is known about the experiences of faculty of color at

predominately White colleges and universities is that they face marginalization (Cooper & Stevens, 2002; O'Meara, Terosky, & Neumann, 2008; Turner, Meyer, & Creswell, 1999), challenges navigating the tenure and promotion process (Turner, Meyer, & Creswell, 1999), challenges managing worklife expectations (Allen et al, 2002; Cooper & Stevens, 2002; O'Meara, Terosky, & Neumann, 2008), and, overall, are less satisfied than their White counterparts (Allen et al., 2002; Smith, 2009; Trower & Chait, 2002; Turner, Myers, & Creswell, 1999; Turner & Myers, 2000; Villalpondo & Delgado-Bernal, 2002). Together, these challenges and barriers influence job satisfaction and, in turn, serve to heighten departure intent.

1.2 Purpose of the Study

The purpose of this study is to identify the variables influencing faculty intent to leave overall, and to clarify if those variables are unique by racial/ethnic group. The population of interest in this study is faculty of color in pre-tenure positions at U.S. doctorate-granting universities. Extensive literature suggests racial/ethnic group membership plays a role in job satisfaction and intent to leave at the colleges and universities (Allen et al., 2002; Jayakumar et al., 2009; Johnsrud & Sadeo, 1998; Ponjaun, 2006; Villalpando & Delgado-Bernal, 2002). In particular, this study is unique because the data are disaggregated by racial/ethnic group to explore relevant differences important for developing targeted faculty retention approaches. Most research reports findings for faculty of color in the aggregate sample, which fails to recognize how each minority group is unique and influenced by different variables. For the purposes of this study, race/ethnicity is self-identified by those who participated in the COACHE survey and the data are disaggregated by racial/ethnic groups to identify variables salient for each of the four racial/ethnic groups represented in the sample: Asian American, African American/Black, Hispanic/Latino, and White.

Beyond racial/ethnic group membership, the population explored in this study includes those faculty in assistant professor positions, hereafter referred to as pre-tenure faculty.

Finklestein and Lacelle-Petterson (1992) suggest pre-tenure faculty are those full-time professors below the rank of associate professor who are new to the profession, or a particular institution, and who are in the midst of the probationary period of their appointment. The data used in this study were obtained from the Collaborative on Academic Careers in Higher Education (COACHE, 2011a), a consortium of over 130 colleges and universities across North America. The COACHE survey was chosen for this study because its themes are relevant specifically to pre-tenure faculty job satisfaction and intent to leave.

Studies of pre-tenure faculty have almost exclusively focused on exploring expectations for achieving tenure and promotion (Olsen & Crawford, 1998; Price & Cotton, 2006) and pre-tenure faculty socialization experiences (Tierney, 1997). Few studies have focused on pre-tenure faculty job satisfaction (Boice, 1991; Whitt, 1991). Pre-tenure faculty intent to leave is another understudied research topic (Zhou & Volkwein, 2004). The data used in this study explicitly focuses on job satisfaction and departure intent of pre-tenure faculty and provides a vehicle for positing unique information about this population and the relationship between these variables.

For the purposes of this study, job satisfaction is considered a primary factor that influences faculty departure. Specifically, the variables explored are satisfaction with tenure processes and procedures, satisfaction with teaching, advising, and service expectations, satisfaction with research expectations, satisfaction with collegiality, satisfaction with compensation, and overall satisfaction with department and institution. Essentially, job satisfaction reflects a level of congruence between worklife variables and the individual (Hagedorn, 2000; Olsen & Near, 1994; Smart, 1990). While strongly subjective, job satisfaction

is an important variable in the study of faculty departure intent as it serves as an intermediary socio-psychological variable influencing turnover intent (Johnsrud & Heck, 1994; Price, 1977; Smart, 1990).

Ideally, this study would explore actual departure to explain faculty attrition at the pre-tenure level, yet the dataset used in this study was collected from current pre-tenure faculty, thus studying their actual turnover behavior was not possible. What does exist within the dataset is a measure of departure intent, and a number of researchers have studied intent to leave as a proxy for actual departure (Bluedorn, 1982; Johnsrud & Heck, 1994; Lee & Mowday, 1987; Mobley, 1982; Price, 1977; Price & Bluedorn, 1980; Steers & Mowday, 1981; Zhou & Volkwein, 2004). In all, this study focuses on identifying variables germane to pre-tenure faculty departure intent.

In fulfilling the purpose of this study, a number of demographic and professional experience factors and institutional characteristics, as identified in the literature as salient, are included as control variables. This study controls for the demographic variables of gender, age, salary, and academic discipline. The inclusion of gender as a control variable is supported by a wealth of literature suggesting that gender plays a role in job satisfaction perceptions and can influence departure intent (Barnes, Agago, & Coombs, 1998; Hagedorn, 1996; Smart, 1990; Tolbert, 1995). Additionally, when gender and race are considered together, the literature suggests women report their experiences in the academy to be significantly different from men (Johnsrud, 2002). Research findings are mixed in regards to departure intentions by gender. Some suggest males are more likely to leave (Barnes, Agago, & Coombs, 1998; Smart, 1990), while others suggest women are most likely to leave (Tolbert, 1995). Including gender will allow for expanded understanding of gender differences within the included racial/ethnic groups.

The other demographic and professional variables of interest in this study are age, salary, and academic discipline. The literature suggests that age is a variable that can influence faculty departure intentions (Ambrose et al., 2005; Mobley, 1982; Smart, 1990). Some research (Boyer, 1990; Hagedorn, 2000; Weiler, 1985) suggests salary is important while others suggest if faculty members are unsatisfied with other factors, compensation has been found to be influential (Hagedorn, 1996; Johnsrud & Rosser, 2002; Maiter, 1990; Smart, 1990; Zhou & Volkwein, 2004). Research exploring departure intentions by academic discipline suggests faculty in different academic disciplines have varying expectations and commitments (Hagedorn, 2000; Xu, 2008). Altogether, gender, age, and academic discipline are demographic variables salient to this study and their inclusion as control variables enables this study to identify the unique effect of race in faculty job satisfaction and eventually intent to leave.

1.3 Research Questions

This study examined the relationship between race/ethnicity and pre-tenure faculty job satisfaction and its collective relationship to intent to leave. Specific research questions are as follows:

1. Does faculty intent to leave differ by racial/ethnic group?
2. Does faculty job satisfaction differ by racial/ethnic group?
3. Is there a relationship between faculty intent to leave and faculty job satisfaction? If so, do the relationships differ by racial/ethnic group?
4. After controlling for demographic, professional experience, and institutional variables, does race/ethnicity have a unique effect on faculty intent to leave?
5. Controlling for relevant variables, what are the similarities and differences in the effects of job satisfaction on faculty intent to leave across racial/ethnic groups?

1.4 Guiding Assumptions

Considering the research on the connection between job satisfaction and intent to leave (Allen et al., 2002; Barnes, Agago, & Coombs, 1998; Bluedorn, 1982; Horn et al., 1992; Jayakumar et al., 2009; Johnsrud & Heck, 2004; Johnsrud & Sadeo, 1998; Lee & Mowday, 1992; Maiter, 1990; Mobley, 1970; Smart, 1990; Rosser, 2004; Tierney & Rhoads, 1993; Villalpando & Delgado-Bernal, 2002; Zhou & Volkwein, 2004), the causal models of faculty intent to leave (Matier, 1990; Rosser, 1994; Smart, 1990; Volkwein, 2004), and the literature on the challenges and barriers faced by faculty of color (Allen et al., 2002; Cooper & Stevens, 2002; Jayakumar et al., 2009; Johnsrud & Sadeo, 1998; O'Meara, Terosky, & Neumann, 2008; Ponjaun, 2006; Smith, 2009; Trower & Chait, 2002; Turner, Myers, & Creswell, 1999; Turner & Myers, 2000; Villalpando & Delgado-Bernal, 2002) the following three assumptions about faculty of color job satisfaction and intent to leave are explored:

1. Faculty of color have greater departure intentions than their White counterparts.
2. Faculty of color are less satisfied with their worklife and institution overall than their White (non-Hispanic) counterparts.
3. The relationship between job satisfaction and intent to leave are different by race/ethnicity.

Each of these hypotheses are explored in the literature review and are tested in this study.

1.5 Significance of the Study

A significant contribution offered by this study is its extension of the research examining the interplay of race and job satisfaction to determine if faculty of color are less satisfied than their White counterparts and if the job satisfaction variables have distinct effects on their departure intentions. Uniquely, in exploring the relationship between race/ethnicity and job

satisfaction and how they predict faculty intent to leave, the research-supported assumption that race matters with regard to job satisfaction and intent to leave provides a foundation for this study. Furthermore, this examination builds upon other frameworks seeking to provide insight into how faculty satisfaction perceptions vary by racial/ethnic group and how these variations explain the lack of progress towards diversifying the professoriate.

Studying faculty departure intent is also important because of its connection to actual departure and the negative consequences for institutions related to faculty departure. Lost returns on employment investment, disruption of research and teaching programs, discontinuity in student mentoring, and the cost (monetary and non-monetary) of hiring and recruiting replacements are all noted in the literature as negative consequences of faculty attrition (Ehrenberg et al., 1990, Jayakumar et al., 2009; Rosser, 2004; Smith et al., 2004; Smith, 2009). Retaining faculty of color is not only a diversity issue but also an important economic consideration. This study gives institutions the ability to understand the variables influencing departure intentions and behaviors.

It is worth noting, however, that there is a limitation in using faculty intent to leave as a proxy for departure. An individual's decision to leave a particular institution does not necessarily mean they intend to leave the profession entirely. Literature on pre-tenure faculty careers suggests some faculty depart one institution for another and this trend may not necessarily be negative for an individual but can be a negative thing for the institution (Ambrose, Huston, & Norman, 2005; Johnsrud & Heck, 1994; Rosser, 2004). An important contribution of this study is the identification of those job satisfaction variables that serve as the impetus for departure thinking for all pre-tenure faculty, particularly faculty of color, in an attempt to explain faculty attrition and offer insight to those concerned about faculty retention.

In order to understand those variables influencing the lack of progress in diversifying the faculty, studying the variables that affect the retention of pre-tenure faculty is important. The slow rate of progress in diversifying the professoriate is significant because concerted efforts to recruit a more diverse faculty have been made over recent decades, but the number of faculty of color, particularly in the upper ranks, has grown at a slow pace. Providing insight into the variables influencing the lack of progress in diversifying college and university faculty, this study extends the existing literature.

Further exploration of the myths surrounding faculty attrition is another contribution of this study. Many myths exist about the lack of diversity in the professoriate that are not well supported by the research. Smith (2009) suggests the prevailing explanation for the lack of progress in diversifying the faculty including such statements as “there aren’t any faculty of color,” “they wouldn’t want to come here,” “we can’t afford them,” or “they are all going into industry.” These myths are not supported by the research and Smith (2009) states, “the myths concerning faculty diversity with respect to availability, interest in faculty careers, bidding wars, and the lure of industry continues to serve as self-fulfilling prophecies – excuses for the slow pace of change” (p.166). A more applicable explanation for faculty of color attrition is related to their experiences in the academy. The literature is full of evidence suggesting climate, fairness, tokenism, and inequity are major factors influencing the lack of faculty of color in higher education (Allen et al., 2000; Antonio, 2002; Milem, 2003; Milem, Chang & Antonio, 2005; Smith, 2009; Smith et al., 2004; Trower & Chait, 2002; Turner, Myers, & Creswell, 1999). The biggest challenge to diversifying the faculty, conversely, may not be the pipeline to, but may be the pipeline through, the professoriate. This notion suggests the need to consider variables in the higher education environment that affect the retention of faculty during the pre-tenure years.

Two final significant contributions this study makes to the higher education research are its use of a newly acquired data set and the disaggregation of the data by racial/ethnic group. Although research exists on faculty job satisfaction and intent to leave, this study explores these variables using a new data set. The newly created *COACHE Tenure-Track Faculty Job Satisfaction Survey*TM was specifically designed to capture the experiences and perceptions of pre-tenure faculty members. This study uses data collected from 2005 to 2008. Finally, this study disaggregates the data by racial/ethnic group. There have been a number of studies on the influence job satisfaction has on faculty intent to leave, and the majority have lumped all faculty of color together, rather than exploring differences among groups (Jayakumar et al., 2009). This study pulls together what is known about faculty intent to leave and job satisfaction and the literature on the experiences of faculty of color, and disaggregates the data by racial/ethnic group to expand our current understanding on the unique effects of job satisfaction on different racial/ethnic groups.

1.6 Dissertation Outline

Chapter 2 explores in more depth the literature on faculty intent to leave, faculty job satisfaction, and the experiences of faculty of color in higher education. Chapter 3 outlines the rationale for the research design, presents research models, describes in depth the study's data and variables, outlines the data analyses used, and presents limitation to the study's design. Chapter 4 provides details the results of the statistical analyses for each of the study's research questions. Finally, Chapter 5 summarizes the findings and discusses implications for policy and practice.

Chapter 2: Literature Review

2.1 Introduction

As suggested in the introduction, the relationship between faculty job satisfaction and faculty departure intent is a research topic that has become of great interest in higher education. As faculty turnover is costly to colleges and universities (Johnsrud & Rosser, 2002; Solmon & Fagnano, 1993), and retaining faculty of color has become an important priority (Boyer, Altbach, & Whitelaw, 1995; Boyer, 1990; Evans & Chun, 2007; Jayakumar et. al., 2009; Smith, 2009; Villalpando & Delgado-Bernal, 2002), studies of faculty departure have become a central focus of higher education scholars. The link between faculty job satisfaction and departure intentions (Ambrose, Huston, & Norman, 2005; Hagedorn, 1994; Hagedorn, 2000; Herzberg, Mauser, & Snyderman, 1959; Johnsrud, 2002; Johnsrud & Heck, 1998; Olsen, Maple, & Stage, 1995) and departure intentions and actual turnover (Bluedorn, 1982; Lee & Mowday, 1987; Mobley, 1982; Price, 1977; Price & Bluedorn, 1980; Steers & Mowday, 1981), make the variables of interest in this study particularly salient. This chapter reviews the literature on faculty intent to leave and faculty job satisfaction. Lastly, an overview of the literature on faculty of color at predominately White institutions is presented with particular attention to the variables that affect faculty intent to leave and job satisfaction.

2.2 Faculty Intent to Leave

The dependent variable explored in this study is faculty intent to leave. Studies of faculty intent to leave have been conducted for well over 40 years (Blackburn & Havighurst, 1979; Bowen, 1967; Brown & Schuster, 1986; Cameron and Zammuto, 1986; Clark, 1987; Flower & Hughes, 1973; Gardner, 1992; Jayakumar et al., 2009; Matier, 1990; McGee & Ford, 1987; Mobley, 1970; Rosenfeld & Jones, 1988; Rosser, 2004; Smart, 1990; Zammuto, 1986; Zhou &

Volkwein, 2004). From these studies, many factors effecting faculty departure intentions have emerged and the literature provides conceptual frameworks through which departure intentions may be viewed. These frameworks are outlined below.

2.2.1 Conceptual Frameworks of Faculty Departure Intentions

Many of the initial studies on faculty intent to leave were simply concerned with the link between variables and departure intentions (Blackburn & Havighurst, 1979; Brown, 1967; Bowen & Schuster, 1986; Cameron & Zammuto, 1986; Clark, 1987; Flowers & Hughes, 1973; McGee & Ford, 1987; Mobley, 1970; Rosenfeld & Jones, 1988; Zammuto, 1986). Smart (1990) and Matier (1990) took the research a different direction by developing models to explore causality. Smart's (1990) model expanded on existing ones by including individual characteristics, contextual work variables, and external conditions as the major set of determinants of faculty intent to leave. This multidimensional approach to intent to leave was a new way to look at faculty departure thinking. From Smart's (1990) framework, it was concluded that salary and career satisfaction both have significant impact on faculty departure intent. Matier's (1990) contribution was the introduction of the concept that both internal and external factors play a role in faculty intent to leave. The internal factors in his model are considered "push" and external factor are "pull." The results of Matier's (1990) work suggest that although both push and pull forces impact faculty decision-making, the internal push has a larger impact than pull factors when it comes to intent to leave.

Rosser (2004) and Zhou & Volkwein (2004) were able to extend the work of Smart (1990) and Matier (1990) because new data allowed for the inclusion of variables that were not available before. Rosser (2004) offered a model using structural equation modeling as a framework to define multidimensional constructs through factor analysis. The model has been

used to explain how satisfaction with worklife is directly related with job satisfaction and indirectly related to intent to leave, establishing a strong relationship between these variables (Rosser, 2004). Zhou and Volkwein (2004) developed a faculty turnover model suggesting that both internal and external factors have influences on a faculty member's intent to leave. In terms of internal factors, the model suggests there are three clusters of factors that influence job satisfaction: organizational characteristics, individual characteristics, and work experiences (Zhou & Volkwein, 2004). External job market, extrinsic rewards, research opportunities, teaching opportunities, and other family considerations make up the external factors that impact intent to leave (Zhou & Volkwein, 2004). Taken together, these factors are the impetus for departure thinking for many faculty members. Using the internal factors in Zhou and Volkwein's (2004) model, the model for this study will explore the effect that satisfaction with worklife, demographic and professional experience factors, and organizational characteristics have on pre-tenure faculty intent to leave.

2.2.2 Pre-tenure Faculty and Intent to Leave.

In addition to their model, Zhou and Volkwein's (2004) provide important distinctions between the variables affecting intent to leave for tenured versus pre-tenure faculty. The study results suggest that tenured and pre-tenure faculty departure intentions, while similar in some respects, are influenced by different variables. The important finding of this study was a understanding that pre-tenured faculty have an increased likelihood of having departure intentions (Zhou & Volkwein, 2004).

Another significant difference between tenured and pre-tenured faculty is the effect of compensation. Zhou and Volkwein (2004) suggest compensation has a weak impact on pre-tenured faculty intent to leave and the most important variables influencing intent to leave for

pre-tenured faculty are work activities and productivity (Zhou & Volkwein, 2004). Specifically, pre-tenure faculty with higher teaching productivity and who are highly involved in funded research are more likely to stay and those involved in committee and other service activities are more likely to have intentions to leave (Zhou & Volkwein, 2004). Finally, Zhou & Volkwein (2004) found family/marital status and employment benefits had no significant effect on intent to leave but departure intentions do vary by academic discipline and satisfaction with workload. As the research on faculty intent to leave has been linked to job satisfaction, and based on the variables included in Zhou & Volkwein's (2004) model, the independent variables chosen for this study include race/ethnicity and satisfaction with tenure processes and procedures, teaching, advising, and service expectations, research expectations, collegiality, compensation, and overall satisfaction with department and institution.

2.3 Faculty Job Satisfaction

One of the primary independent variables in this study is faculty satisfaction with worklife. Job satisfaction is important because of its potential link to faculty departure intention (Maiter, 1990; Rosser, 2004; Smart, 1990; Zhou & Volkwein, 2004). Research on job satisfaction in higher education has become of increasing interest in recent years and researchers have begun to explore the relationship between job satisfaction and faculty motivation and behavior including intent to leave (Ambrose, Huston, & Norman, 2005; Hagedorn, 2000; Johnsrud, 2002). Hagedorn (2000) and Johnsrud (2002) suggests that intent to leave has become a topic of high interest because of predicted shortages in faculty due to retirements, the underrepresentation of women and minorities, particularly in the full professor ranks, and calls for increased accountability. Johnsrud (2002) explains job satisfaction is of great importance to organizations as a whole, but the conception is complex and convoluted and as a result has not been explored in depth in the

research. In all, exploring faculty job satisfaction is a relevant higher education research topic with important implications for universities.

2.3.1. Models of Faculty Job Satisfaction

Models of faculty job satisfaction provide an operational lens for viewing job satisfaction and were initially developed from the research of Herzberg, Mausner, and Snyderman (1959). This research posited the concepts of two independent factors: motivators, defined as those variables that increase job satisfaction, and hygienes, which serve to decrease job satisfaction (Herzberg, Mausner, and Snyderman, 1959). In this study, the construct of job satisfaction has evolved from a focus on the cognitive aspects of work experiences and affective aspects of worklife (Brief, 1998; Locke, 1976). This study focuses on the affective aspects of satisfaction with faculty worklife through an exploration of the influence job satisfaction has on departure intentions of pre-tenure faculty.

Johnsrud (2002) suggests that faculty worklife satisfaction studies can be categorized into three groups: describing and exploring differences, determining attitudinal impact, and exploring behavioral outcomes. The first group of literature is concerned with describing and exploring differences in satisfaction perceptions. Johnsrud (2002) explains these studies define the mutual dimensions of faculty worklife and how they are measured. In terms of describing and exploring worklife differences, Johnsrud & Heck (1994) identified professional priorities, institutional support, and quality of life as significant to faculty advancement and retention. Pre-tenure faculty satisfaction with professional priorities, institutional support, and quality of life are represented in the variables chosen for this study.

The second group of faculty worklife satisfaction studies is concerned with identifying the dimensions important to faculty and whether faculty perceived their worklife to be adequate

(Johnsrud, 2002). This job satisfaction literature is concerned with conceptualizing the relationship between perceptions and attitudinal outcomes. Johnsrud states, “. . . the goal is not to measure the perceived quality of worklife but rather to measure the impact those perceptions have on certain attitudinal dispositions of employees” (p. 362). The issues explored in this literature include identifying the dimensions of faculty work that contribute to satisfaction, how perceptions affect faculty morale, and what aspects predict stress levels among faculty (Johnsrud, 2002). Researchers studying attitudinal impact and faculty job satisfaction have concluded that important factors include salary, perceived support of colleagues, satisfaction with administration, enjoyment of student interaction, perceived level of stress (Hagedorn, 1994), conflict between work and non-work balance (Olsen & Near, 1994), professional role interests, and institutional fit (Olsen, Maple & Stage, 1995). The purpose of this study is directly related to this literature as it examines how faculty job satisfaction affects attitudes and decision-making. Additionally, the variables of interest identified in the perception literature above, particularly satisfaction with compensation, collegiality, and interactions with students, informed those variables chosen for inclusion in this study.

The final category of studies on faculty job satisfaction is concerned with the relationship between perceived attitudes and behavioral outcomes. Johnsrud (2002) explains these studies are aimed at providing research-based evidence to be used to improve attitudes and redirect behavior and many of these studies explore the relationship between job satisfaction, demographic variables, and faculty departure intentions. The researchers who have conducted studies of faculty worklife in this category have connected job satisfaction to intent to leave and found demographic and worklife variables, contextual variables, and the multiple dimensions of organization and career satisfaction are predictors of faculty departure intent (Smart, 1990). This

literature has also identified morale as a mediating variable in intent to leave at the individual level (Johnsrud & Rosser, 2002). Furthermore, Barnes, Agago, and Combs (1998) explain that lack of time to spend on work and lack of community also contribute to dissatisfaction and intentions to leave academe (Barnes, Agago, & Combs, 1998). The work of Smart (1990), Barnes, Agago, and Combs (1998), and Johnsrud and Rosser (2002), in providing research-based evidence to be used to improve faculty satisfaction, provide relevant rationale for this study. In exploring satisfaction with worklife variables and controlling for demographic and professional experience factors and institutional characteristics and their effect on pre-tenure faculty intent to leave, the author intends to add to the literature providing research-based recommendations for improving faculty satisfaction and retention.

2.3.2 The Impact of Organizational and Individual Variables on Job Satisfaction

In addition to worklife satisfaction, much of the current literature suggests job satisfaction is influenced by other individual demographic or work experience variables and organizational contextual variables (Hagedorn, 1994, 2000; Johnsrud & Heck, 1994; Olsen & Near, 1994; Olsen, Maple, & Stage, 1995). Research on job satisfaction suggests demographic variables such as gender and race/ethnicity are fixed and interplay with other variables to significantly influence job satisfaction in some instances (Hagedorn, 1994, 1996; Olsen, Maple, & Stage, 1995). Gender, age, academic discipline, and salary will be included in this study as control variables and what follows is the literature supporting their inclusion.

Satisfaction with one's current situation is tied to productivity and performance and these variables seem less related to perceptions of worklife and more to personal characteristics, such as racial/ethnic group membership, gender, age, salary, and academic discipline (Barnes, Agago, & Coombs, 1998; Johnsrud & Heck, 1998; Smart, 1990). Much of the literature on job

satisfaction and the experiences of faculty suggest race plays a role (Closson, 2010; Hagedorn, 2000; Ladon-Billings & Tate, 1998; Taylor, 1998; Villalpando & Delgado-Bernal, 2002; Zhou & Volkwein, 2004). As race/ethnicity is an important variable explored in this study, its connection to job satisfaction and intent to leave will be further explored in the following section. The demographic variable of gender is also important to consider for this study. The literature suggests gender plays a role in job satisfaction perceptions and can affect departure intentions (Barnes Agago, & Coombs, 1998; Hagedorn, 1996; Johnsrud, 1995; Smart, 1990; Tolbert, 1995). The literature is mixed in regards to departure intentions by gender. Some suggests men are more likely to leave (Barnes, Agago, & Coombs, 1998; Smart, 1990), while others suggest women are most likely to leave (Tolbert, 1995). As race is the focus of this study, gender was not selected as an independent variable; however, it was included as a control variable.

Two other variables of interest in this study are age and salary. The literature suggests age, as a variable in departure intent and turnover, is a lot like salary in that it is not significant on its own, but if dissatisfaction exists, younger faculty are more likely to have departure intentions and actually leave their institutions (Mobley, 1982; Smart, 1990). Salary, as a variable that affects job satisfaction, has been extensively explored in the literature (Hagedorn, 1996; Johnsrud & Heck, 1994; Johnsrud & Rosser, 2002; Mobley, 1982; Smart, 1990; Zhou & Volkwein, 2004) and will be included as a control variable in this study. The literature is mixed in terms of the impact of salary level on turnover. Some research (Boyer, 1990; Hagedorn, 1996) suggests it is critical, while others suggest if faculty members are unsatisfied with other factors, compensation has been found to be influential (Hagedorn, 1996; Johnsrud & Rosser, 2002; Maiter, 1990; Smart, 1990; Zhou & Volkwein, 2004). Finally, Smart (1990) suggests assistant and associate professors are most concerned with compensation. As the population being

explored in this study are pre-tenure faculty, pre-tenure faculty are typically younger, and salary may or may not have an effect on job satisfaction and intent to leave, age and salary were included as control variables in this study.

This study looks at the professional experience variable of academic discipline. Exploring differences by academic discipline is significant, as very few studies of faculty job satisfaction and intent to leave have explored discipline membership as a variable of interest (Hagedorn, 2000; Johnsrud, 2000; Johnsrud & Heck, 1998; Xu, 2008; Zhou & Volkwein, 2004). Research that looks at departure intentions by academic discipline suggests this variable is of interest because faculty in different academic disciplines have varying expectations and commitments (Hagedorn, 2000; Xu, 2008). Further, downplaying the effect of academic discipline in studies of faculty departure intentions and turnover may result in over generalizations and invalid results (Hagedorn, 2000; Xu, 2008). The resulting literature suggests exploring differences in job satisfaction by academic discipline is an important consideration for this study and the findings will provide insight into another understudied area of higher education research.

2.3.3 Summary

The conception of job satisfaction is based on individual perceptions and Johnsrud (2002) suggests that measuring these perceptions across campuses provides researchers with the ability to generalize results. Individual's perceptions of satisfaction (although assessed on an aggregate level) with faculty worklife are an important consideration in this study, and it is through this lens of perceived job satisfaction, faculty departure intentions are explored. This study also examines faculty departure intentions through the lens of faculty of color. As mentioned above, the construct of job satisfaction has many dimensions, and by exploring the influence job satisfaction has on the departure intentions of faculty of color, this study seeks to posit additional

insight into these challenges. The following section provides data concerning the growth of faculty of color working at predominately White institutions and explores the research on the experiences of persons of color in academe.

2.4 Faculty of Color in Higher Education

The final important variable explored in this study is race/ethnicity. This variable is explored in light of the lack of diversity in the professoriate and recent efforts to increase the number of faculty of color across the academy. Many studies suggest faculty of color are less satisfied than their White counterparts (Allen et. al, 2002; Johnsrud & Sadao, 1998; Ponjaun, 2006; Villalpando & Delgado-Bernal, 2002). Faculty of color experience more hostile work environments, more challenges when it comes to promotion and tenure, feelings of isolation and otherness, and less support for teaching and scholarship efforts (Allen et. al, 2002; Johnsrud & Sadao, 1998; Ponjaun, 2006; Villalpando & Delgado-Bernal, 2002). Taken together, these challenges serve to influence the overall experiences of many faculty of color in academe. A large part of the research on the experiences of faculty of color in higher education indicates that, although all faculty struggle during the pre-tenure years, faculty of color face additional barriers that, in turn, affect job satisfaction and influence departure intentions (Allen et. al, 2002; Jayakumar et al., 2009; Johnsrud & Sadao, 1998; Olsen, Maple, & Stage, 1995; Ponjaun, 2006; Stanley, 2006; Trower & Chait, 2002; Turner, Myers, & Creswell, 1999; Turner & Myers 2000; Villalpondo & Delgado Bernal, 2002). Olsen, Maple, & Stage (1995) suggest a closer examination of the professional interests, time allocation, and satisfactions of faculty of color is warranted. Given the paucity of research on job satisfaction and attrition of faculty of color (Jayakumar et al., 2009; Stanley, 2006) and the aforementioned literature addressing the experiences of faculty of color at predominately White institutions, additional research seems

apropos. This study adds to the literature on the experiences of faculty of color by examining the effect job satisfaction has on the departure intentions of pre-tenure faculty from different racial/ethnic groups at doctorate-granting universities. What follows is an overview of literature on the experiences of faculty of color.

2.4.1 Challenges Faculty of Color Face

Although it has been stated several times in this study, it is worth restating that faculty of color at predominately White colleges and universities face marginalization (Cooper & Stevens, 2002; O'Meara, Terosky, & Neumann, 2008; Turner, Meyer, & Creswell, 1999), challenges navigating the tenure and promotion process (Turner, Meyer, & Creswell, 1999), challenges managing worklife expectations (Allen et al, 2002; Cooper & Stevens, 2002; O'Meara, Terosky, & Neumann, 2008), and are overall less satisfied than their White counterparts (Allen et al., 2002; Smith, 2009; Trower & Chait, 2002; Turner, Myers, & Creswell, 1999; Turner & Myers, 2000; Villalpondo & Delgado Bernal, 2002). This being the case, the impact these challenges and barriers have on their job satisfaction has only recently become a research priority (Allen et al., 2002; Smith, 2009; Trower & Chait, 2002; Turner, Myers, & Creswell, 1999; Turner & Myers, 2000; Villalpondo & Delgado Bernal, 2002). This study contributes to the literature on faculty of color job satisfaction and intent to leave.

One of the key challenges facing faculty of color is feelings of marginalization. Research suggests the experiences of faculty of color at predominately White institutions can be characterized in terms of multiple lenses of marginality (Aguirre, 2000; Essien, 2003; Harvey, 1991; Thomas & Hollenshead, 2001; Turner, 2002). Cultural taxation (Padilla, 1994), society of one (Essien, 2003), alone concept (Stanley et al, 2003), and code switching (Sadao, 2003) have all been used to characterize these feelings of marginalization in the literature. Essentially, these

terms describe how faculty of color are usually expected to handle minority affairs issues, feel isolated and invisible, and express feelings of double consciousness or life in two worlds. Ruffins (1997) states, “The experiences for many faculty of color at predominately White colleges and universities have been described as negotiating ‘personal and psychological minefields’” (p. 21). In addition, Laden and Hagedorn (2000) explain that faculty of color often perceive they are expected to work harder than White faculty, and Turner & Myers (2000) posit that many faculty of color feel under constant scrutiny by their White colleagues. This understanding of the marginalization felt by faculty of color is particularly salient in regards to this study because feelings of marginalization influence job satisfaction and job satisfaction in turn influences faculty intent to leave (Maiter, 1999, Rosser, 2004; Smart, 1990; Zhou & Volkwein, 2004).

Another significant barrier that faculty of color face is the tenure and promotion process. The literature suggests that the tenure and promotion process at predominately White colleges and universities is one of bittersweet success for many faculty of color (Fenelon, 2003; Ruffins, 1997; Stein, 1994). According to Baez (1998) and Johnsrud and Sadao (1998), the tenure and promotion process has been one of the most contentious issues facing faculty of color in the academy and is one of the major factors in retention. Ruffins (1997) explains the process is like hazing for faculty of color. This study, by exploring satisfaction with the tenure processes and procedures and its influence on departure intent by racial/ethnic group, will provide further insight into faculty of color satisfaction, or lack thereof, with tenure processes and procedures at doctorate-granting universities.

Satisfaction with teaching, research, advising, and service expectations are variables explored as part of this study. Stanley (2006) explains that many faculty of color pursue academic careers out of a genuine interest in teaching and making a difference in or impact on

the world. Although their interest and investment in teaching is high, many faculty of color experience pushback and challenges from students in the classroom. The research suggests faculty of color teaching at predominately White colleges and universities have different experiences than their White counterparts (McGowan, 2000; Stanley et al., 2003, Turner, 2002; Vargas, 2002; Villalpando & Delgado-Bernal, 2002). There is little research on the teaching experiences of faculty of color in higher education. The literature that does exist suggests that students evaluate faculty of color differently, faculty of color have their authority and expertise questioned regularly, and students in their classrooms are more likely to complain about faculty of color performance to higher authority figures (Stanley et al. 2003, Turner, 2002; Vargas, 2002). Additionally, Stanley et al. (2003) and Vargas (2002) suggest that faculty of color who teach multicultural courses or who work to include multicultural perspectives in courses and curriculum have students question the necessity of the course and the validity of the content.

In addition to challenges in the classroom, faculty of color struggle with research, advising, and service expectations as well. Stanley (2006) suggests many faculty of color engage in research and service activities that benefit communities of color, which places them at a disadvantage as most institutions reward mainstream research and service work. Baez (1998) explains that faculty of color are accustomed to and use alternative research methods and propose scholarship that is far from traditional, and Stanley (2006) explains that many faculty of color are overburdened by committee assignments and heavier advising loads. The unique approaches and service activities in which faculty of color choose to engage are often not viewed in positive ways during the tenure and promotion process. As Jayakumar, Howard, Allen and Han (2009) explain, due to the unique nature of the topics explored, and their unique view of the world, faculty of color are often challenged during the tenure and promotion process. This study

by exploring faculty satisfaction with teaching, advising, and service expectations and research expectations, clarifies how these factors, individually or altogether, influence faculty of color's departure intent.

2.4.2 Retention of Faculty of Color

As discussed in the introduction, faculty of color are still underrepresented in the academy overall, and particularly in the upper faculty ranks (Allen et al., 2002; Baez, 1998; Jayakumar et al., 2009; Laden & Hagedorn, 2002; Turner et al., 1999). Diversifying the faculty represents an opportunity for higher education institutions to better meet the 21st century needs of a more global and diverse society (Smith, 2009). That being the case, Olsen, Maple, & Stage (1995) suggest a closer examination of the professional interests, time allocation, and satisfactions of faculty of color is warranted. Further, as Jayakumar et al. (2009) and Smith (2009) note, disturbingly low rates of retention are exacerbating the current underrepresentation of faculty of color.

Few scholars have posited empirically-based strategies for approaching faculty of color retention (Jayakumar, 2009). In fact, Delgado-Romero et al (2007) explain there is some controversy over targeted retention approaches. "Basically, the idea seems to be that any effort to focus on the unique problems of faculty of color might undermine the tenure process, which is presumed to be impartial and based on merit" (Delgado-Romero et al., 2007, p. 45). This conception aside, the literature that does exist on faculty of color retention suggests that in order to increase the representation of diverse populations in the professoriate, attention to retention is vital (Aquirre, 2000; Delgado-Romero et al., 2007; Diggs et al., 2009, Jayakumar et al., 2009; Stanley, 2006). Delgado-Romero et al. (2007) and Diggs et al. (2009) explain that in order for faculty diversification efforts to be successful, they must extend beyond recruitment and include

a change in institutional climate, culture, and philosophy. Further, Jayakumar et al. (2009) explain that tangible retention strategies are essential. Identifying those variables important to faculty of color in order to provide insight for those interested in identifying tangible retention efforts is the purpose of this study.

In addition, because of the lack of an extensive research-based literature on the experiences of faculty of color, there is still much to discover concerning the variables influencing the lack of faculty of color in higher education and how to design retention approaches (Jayakumar et al., 2009; Stage, 1995; Stanley, 2006). Consequently, there are a number of myths surrounding the struggle to recruit and retaining faculty of color. According to Smith (2009) and Yoshinaga-Itano (2006), those myths regarding retention of faculty of color include the interest of faculty of colors in working only at elite institutions, institutions with more resources hiring away faculty of color, and faculty of color departure to higher paying business and industry positions. These rationales are not supported by the research. In addition, Trower & Chait (2002) note that the explanation given on most campuses for the turnover of faculty of color, especially, focuses on aggressive “hiring away” or the lack of productivity. Smith (2009) states, “the myths concerning faculty diversity with respect to availability, interest in faculty careers, bidding wars, and the lure of industry continue to serve as self-fulfilling prophecies – excuses for the slow pace of change” (p.166).

Further, most of the research on the experiences of faculty of color at predominately White institutions tells a story of inequity, tokenism, and dissatisfaction (Allen et al., 2002; Smith, 2009; Trower & Chait, 2002; Turner, 1999; Turner & Myers, 2000; Villalpondo & Delgado Bernal, 2002). Given the paucity of research on turnover and attrition of faculty of color (Jayakumar et al., 2009; Stanley, 2006), the aforementioned literature addressing the experiences

of faculty of color at predominately White institutions primarily informs this study. This study recognizes the role of race and racism in the U.S. and seeks to explain the influence job satisfaction has on the retention of pre-tenure faculty from different racial/ethnic groups.

2.6 Summary

The research on faculty intent to leave, faculty job satisfaction, and the growth and experiences of faculty of color in the academy provide the context for this study. The relationship between faculty job satisfaction and departure intentions has been identified by a number of scholars (Maiter, 1990; Rosser, 2004; Smart, 1990; Volkwein, 2004). Further, the literature on the experiences of faculty of color in the professoriate is full of antidotes, but there is a dearth of empirically based quantitative research on this faculty population and the issues influencing their retention. In fact, the majority of the research on faculty satisfaction and retention examines faculty as a whole and lumps faculty of color together in one group. Jayakumar et al. (2009) state, “. . . research has not empirically evaluated what is lost or gained in examining faculty of color as a collective verses differentiating racial/ethnic categories” (p. 544). What is known from the literature is that faculty of color face barriers in the academy that are different than their White counterparts. In particular, these barriers include marginality, challenges in the pursuit of tenure and promotion, challenges meeting the core expectations of teaching, research, and service, and are overall less satisfied with their experiences as faculty members. As there is a lack of research exploring job satisfaction and departure intentions of faculty of color, the majority of the research on faculty of color has looked at the faculty of color as a whole rather than by racial/ethnic group, and there are many myths surrounding departure intent and turnover of faculty of color, the findings in this study posit relevant information

concerning the experiences of pre-tenure faculty, and in particular pre-tenure faculty of color, at U.S. research and doctoral universities.

Chapter 3 – Methodology

3.1 Overview

The purpose of this study is to identify salient job satisfaction variables influencing pre-tenure faculty of color intent to leave by exploring the relationship between race/ethnicity and job satisfaction and the collective relationship these variables have on intent to leave. This chapter describes the rationale for the research design, presents research models, explores the study's data and variables, and outlines the research methodology used to analyze the study's research questions.

3.2 Research Questions

To examine the relationship between race/ethnicity and pre-tenure faculty job satisfaction and its collective relationship to intent to leave the following research questions were explored:

1. Does faculty intent to leave differ by racial/ethnic group?
2. Does faculty job satisfaction differ by racial/ethnic group?
3. Is there a relationship between faculty intent to leave and faculty job satisfaction?
4. After controlling for demographic, professional experience, and institutional variables, does race/ethnicity and job satisfaction have a unique effect on faculty intent to leave?
5. Controlling for relevant variables, what are the similarities and differences in the effects of job satisfaction on faculty intent to leave across racial/ethnic groups?

Based on the research explored in the introduction and literature review, this research seeks to determine whether departure intentions differ by the racial/ethnic groups, whether job satisfaction differs by race/ethnicity, if there is relationship between pre-tenure faculty departure intent and job satisfaction and if this relationship differs by racial/ethnic group, and whether

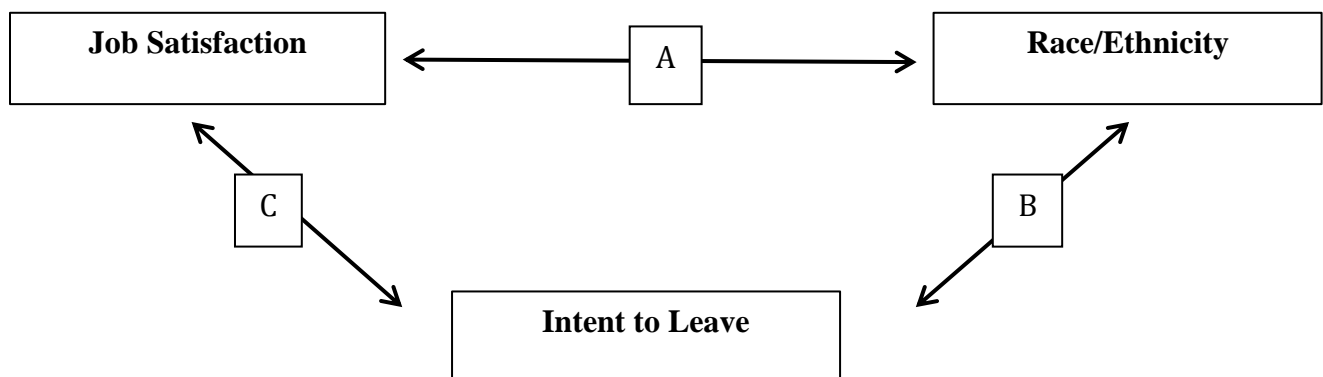
race/ethnicity has a unique effect on pre-tenure faculty intent to leave. In addition to exploring race/ethnicity, job satisfaction, and intent to leave, this study used gender, age, salary, academic discipline, institutional type, and institutional control as control variables. These variables were chosen because previous studies have shown that such demographic and professional experience factors and institutional characteristics are related to job satisfaction and intent to leave (Maiter, 1990; Rosser, 2004; Smart, 1990; Zhou & Volkwein, 2004).

3.3 Research Model

To conceptualize the research questions in this study, a conceptual model was developed and is presented in Figure 1. The model illustrates the hypothetical relationship between race/ethnicity, job satisfaction, and intent to leave. “A” represents the influence race/ethnicity has on job satisfaction, “B” represents the influence race/ethnicity has on intent to leave, and “C” indicates the influence job satisfaction has on intent to leave. In sum, the model assumes race/ethnicity directly and indirectly (through job satisfaction) influences intent to leave and job satisfaction influences intent to leave.

Figure 1

Conceptual Model of the Interplay of Race/Ethnicity, Job Satisfaction and Intent to Leave



3.4 Data Source and Survey Instrument

The data used in this study were obtained from the Collaborative on Academic Careers in Higher Education (COACHE), a consortium of over 130 colleges and universities across North America. The COACHE, based at the Harvard Graduate School of Education, began as the Study of New Scholars, a research project funded by \$750,000 from the Ford Foundation and Atlantic Philanthropies. The goals of this study were to make the academy more equitable and appealing for new faculty and to increase the recruitment, retention, status, satisfaction, and success of all faculty, and in particular women and faculty of color. Membership in COACHE enables colleges and universities to focus on issues critical to faculty success and on steps academic policymakers can take to gain a competitive advantage in faculty recruitment, retention and development (COACHE, 2011).

The *COACHE Tenure-Track Faculty Job Satisfaction Survey*TM, created by Trower and Chait (1995) of Harvard's Graduate School of Education, is designed to generate diagnostics and concrete solutions for informing efficient and effective investments in faculty (COACHE, 2011). Its themes are relevant specifically to pre-tenure faculty. The themes include the clarity and reasonableness of expectations for tenure, the nature of faculty work, support for teaching and research, institutional and departmental support for balancing work and home, climate, culture, and collegiality, compensation and benefits, overall job satisfaction, including intention to leave.

3.5 Survey Administration

This study utilized data collected by COACHE. Administration of the survey occurred annually by the research staff at COACHE for member institutions during their first year of a three-year membership cycle. Before administering the survey, COACHE applied to and received approval to conduct the survey from Harvard University's Committee on the Use of

Human Subjects. All pre-tenure faculty with at least one year experience received email invitations to participate in the web-based survey. As of the 2008-2009 administration, COACHE invited 22,046 faculty to participate in the survey. For a participant's responses to be included in the data set, the participant had to provide at least one meaningful response beyond the demographic section of the survey instrument. The responses of faculty who either terminated the survey before completing the demographic section or chose only "N/A" or "decline to respond" for all questions were removed from the data set. On average, more than 90 percent of respondents who enter the COACHE survey completed the survey entirely.

3.6 Participants

As described above, the data source for this study comes from COACHE and the initial number of participants in the data set was 15,100, which included all participants who completed the *COACHE Tenure-Track Faculty Job Satisfaction Survey*TM from 2005 to 2008. Multiple years were used in order to obtain a sample size large enough to conduct the study with reasonable reliability. In order to compile a sample reflective of the population of interest for this study, the data set had to be sorted and some cases were deleted. Participants not employed at doctorate-granting universities and who were non-U.S. citizens were not included in the study as the focus was on domestic pre-tenure faculty working at doctorate-granting institutions. Additionally, those participants who answered not applicable, declined to answer, and failed to answer the intent to leave question were removed from the initial sample. Because of the low number of survey respondents who self-identified in the Multi-racial, Native American or Indian, or other categories, participants who fell into these categories were eliminated. Additionally, a number of cases were removed because of missing information. Table 1 presents a more detailed

overview of the case removal process and shows the impact of the removal on the sample size at each stage of the elimination process. The resulting sample after deductions was 4,871.

Table 1

<i>Case Removal Steps</i>	<i>Remaining Cases</i>
Removal of cases who were not employed at research and doctoral universities.	11,126
Removal of cases who are non-US citizens.	8,269
Removal of non-Assistant Professor cases and case that “declined to answer.”	7,578
Removal of cases with no information, who answered not applicable or declined to answer the intent to leave question.	6,665
Removal of cases with who were Native American or Indian, Other, and Multiracial to the race question.	6,511
Removal of cases who failed to answer the age question and those who failed to answer, responded not applicable, or decline to answer the questions to be used in the factor analysis	4,871

3.7 Dependent, Independent, and Control Variables

3.7.1 Intent to Leave (DV)

This study aims to clarify how race/ethnicity and job satisfaction influence faculty departure intentions. Therefore, the primary dependent variable is faculty intent to leave. According to Shavelson (1996), the dependent variable is the variable that is observed and measured in response to the independent variables and it is expected to change in some way (increase, decrease, or vary) as levels of the independent variables change. On the COACHE survey, the intent to leave variable allowed for four responses, and as the responses were not continuous, the variable was categorical. The first two responses in the original dependent variable indicates plans to stay, the third, plans to leave, and the fourth, having not thought that far ahead. In order to make the regression analyses simpler the first two responses were recoded

as the same response. The majority of the pre-tenure faculty in the study's sample (66 percent) responded they had intentions to stay at their current institution for the foreseeable future or rest of their career assuming that they get tenured. The remaining 34 percent had not thought that far ahead (19.6 percent) or had intentions to leave within five years of obtaining tenure (14.4 percent).

3.7.2 Race/Ethnicity (IV)

One of the main objectives in the study is to explore the relationship between race/ethnicity and faculty intent to leave, therefore, race/ethnicity serves as a primary independent variable. Shavelson (1996) states an independent variable "is a variable that is employed to influence some other variable; it is an antecedent condition to observe behavior" (p.14). On the survey there were seven racial/ethnic categories. For the purposes of this study, those respondents who did not respond to this question were automatically eliminated from the sample. The racial/ethnic groups included in the study were domestic Asian Americans, African Americans/Blacks, Hispanic /Latinos, and Whites (non-Hispanics). The majority of the sample was White (non-Hispanic) (N = 4,183, 85.8%), followed by African American/ Black (N = 256, 5.4%), Asian American (N = 190, 3.9%), and Hispanic /Latino (N = 190, 3.9%).

3.8.3 Job Satisfaction (IVs)

In addition to race/ethnicity, measures of faculty job satisfaction serve as primary independent variables. In the original survey, faculty job satisfaction was measured by 109 items. To reduce the number of independent variables, a factor analysis was conducted. Following the factor analysis, reliability tests were run to validate the use of each composite measure as a variable. Field (2009) explains reliability tests are used to measure whether a variable consistently reflects the construct of which it is measuring and the most common measure of

scale reliability is Cronbach's alpha. Cronbach's alpha tests were conducted to determine the reliability of each factor.

From the questionnaire, 20 questions were identified that measure faculty satisfaction. A Principle Component Analysis (PCA), using orthogonal varimax rotation, was conducted. PCA was used because the primary purpose was to identify and compute satisfaction scores for the factors underlying intent to leave. Field (2009) explains PCA works in a way that is similar to a Multivariate Analysis of Variance test by looking at relationship between variables and calculates the variates of the matrix to determine eigenvalues, the elements that provide the loadings of a particular variable on a factor. According to Field (2009), orthogonal rotation rotates the factors while keeping them independent. Varimax orthogonal rotation was selected because it is a good general approach that simplifies the interpretation of factors (Field, 2009). The four factors identified using the factor analysis were (1) satisfaction with tenure processes and procedures, (2) satisfaction with teaching, advising, and service expectations, (3) satisfaction with collegiality, and (4) overall satisfaction with department and institution. In addition, faculty satisfaction with research expectations and satisfaction with compensation were also included as independent variables. These two variables are two single variables. Composite variables were created for each of the four factors, based on the mean of the items that had primary loadings on each factor. The factor loadings for the final solution, eigenvalues, and percent of variance are presented in Table 2.

Table 2

Summary of Exploratory Factor Analysis Results (N = 4,871)

	Satisfaction with Teaching, Advising, and Service Expectations	Satisfaction with Tenure Processes and Procedures	Overall Satisfaction with Department and Institution	Satisfaction with Collegiality
Satisfaction with reasonableness of campus citizen expectations (25e)	.790	.066	.156	.097
Satisfaction with clarity of campus citizenship expectations (24e)	.771	.199	.071	.089
Satisfaction with reasonableness of outreach expectations (25f)	.767	.047	.159	.088
Satisfaction with clarity of outreach expectations (24f)	.735	.211	.084	.069
Satisfaction with reasonableness of student advising expectations (25c)	.725	.097	.138	.087
Satisfaction with clarity of student advising expectations (24c)	.709	.255	.056	.081
Satisfaction with clarity of teaching expectations (24b)	.608	.364	.091	.037
Satisfaction with reasonableness of teaching expectations (24b)	.608	.217	.205	.076
Satisfaction with departmental tenure criteria (20)	.224	.828	.167	.102
Satisfaction with departmental tenure performance threshold (21)	.249	.816	.170	.098
Satisfaction with departmental tenure process (19)	.226	.788	.186	.094
Satisfaction with body of evidence considered in tenure decisions (22)	.259	.772	.155	.104
Satisfaction with messages from faculty about tenure requirements (26)	.096	.707	.181	.128

Table 2 (continued)

Summary of Exploratory Factor Analysis Results (N = 4,871)

	Satisfaction with Teaching, Advising, and Service Expectations	Satisfaction with Tenure Processes and Procedures	Overall Satisfaction with Department and Institution	Satisfaction with Collegiality
All things considered how satisfied are you with your institution (45b)	.189	.108	.825	.073
I would choose again to work at my institution (48)	.133	.197	.791	.166
Rate your institution as a place for pre-tenure faculty to work (50)	.192	.243	.789	.132
All things considered how satisfied are you with your department (45a)	.169	.295	.681	.316
Satisfaction with personal interactions with other pre-tenure faculty (39d)	.103	.089	.088	.899
Satisfaction with professional interactions with other pre-tenure faculty (39c)	.117	.119	.158	.851
Satisfaction with personal interactions with tenured faculty (39b)	.148	.193	.308	.672
Eignevalues	7.727	2.338	1.810	1.353
% of Variance	38.636	11.691	9.052	6.766

Descriptive statistics for the six job satisfaction variables appear in Table 3. The means for these variables were derived by taking the factor scores divided by the number of items included in the factor. The job satisfaction variable with the lowest overall mean was satisfaction with teaching, advising, and service expectations followed by satisfaction with tenure processes and procedures. Satisfaction with research expectations had the highest mean. The pre-tenure

faculty were most satisfied with research expectations and least satisfied with teaching, advising, and service expectations.

Table 3

Means, Standard Deviations, and Cronbach's Alphas of the Job Satisfaction Variables (n=4,871)

	No. of items	M	SD	Alpha
Satisfaction with Teaching, Advising, and Service Expectations	8	2.97	.686	.889
Satisfaction with Tenure Processes and Procedures	5	2.99	.077	.886
Overall Satisfaction with Department and Institution	4	3.20	.720	.854
Satisfaction with Collegiality	3	3.89	.281	.806
Satisfaction with Research Expectations	1	4.45	.844	
Satisfaction with Compensation	1	3.24	1.23	

Note: The means listed above are based on a five point scale.

3.7.4 Demographic and Professional Experience Factors (Control Variables)

Based on the literature, beyond race/ethnicity and job satisfaction, a number of demographic and professional experience factors can influence pre-tenure faculty intent to leave. In order to ascertain their influence on the study's sample, a number of variables were chosen as control variables. Shavelson (1996) explains that control variables are those variables are held constant. Control variables are the ones that have potential effects on the dependent and independent variables in the study. Six control variables were chosen for this study based on their relationship to faculty job satisfaction and intent to leave. The first four are demographic and professional experience factors, which include gender, age, salary, and academic discipline. Descriptive statistics for the demographic and professional experience variables are presented in Table 4. For the multivariate analysis, these variables were coded as categorical variables with males being compared to females, participants under 30 years old being compared to the other

age categories, those who made under \$45,000 being compared to the other salary categories, and faculty in the social sciences were the reference group for those in the other academic disciplines. The gender composition was nearly even (male 52.2%, female 47.8%). The majority of the faculty in this sample (N = 4,000, 82.1%) were between the ages of 30 and 50. Almost 57.2 percent of the sample had a salary between \$45,000 and \$82,499 per year. In terms of academic discipline, 30.9 percent (N = 1,505) of the sample fell into one of the sciences categories, and over 21 percent (N = 1049) fell into the Business, Education, or other category.

Table 4

Descriptive Statistics for the Demographic and Professional Experience Variables (n=4,871)

	%	N
Gender		
Male	52.2	2,540
Female	47.8	2,331
Age		
25 – 29	0.1	5
30 – 39	31.0	1,510
40 – 49	51.1	2,490
50 – 59	14.4	702
60 or Above	3.4	164
Salary Range		
Less than \$44,999	40.3	1,962
\$45,000 - \$59,999	45.5	2,215
\$60,000 – \$82,499	11.7	569
\$82,500 or Above	2.6	125
Academic Discipline		
Humanities and Visual and Performing Arts	18.4	896
Physical Sciences, Engineering, Computer Science, Math, and Statistics	14.4	702
Biological Sciences, Health and Human Ecology, Agriculture, and Environmental Science	16.5	805

Table 4 (continued)

Descriptive Statistics for the Demographic and Professional Experience Variables (n=4,871)

	%	N
Academic Discipline (continued)		
Medical School and Health Professions	10.7	523
Business, Education, and Other Professions	21.5	1049
Social Sciences	18.4	896

3.7.5 Institutional Characteristics (Control Variables)

Faculty's professional experiences are not only influenced by their individual characteristics but also by the institutions in which they work. In particular, faculty job satisfaction is strongly influenced by the characteristics of the institution where they work. Therefore, it is important to understand if institutional characteristics have independent effects on faculty intent to leave. The final two control variables were institutional type and institutional control. Institutional control is used to designate whether the institution is public or private. Like the demographic and professional experience variables, these variables were coded as categorical variables for the analyses with RU/VHs and RU/Hs being compared to DRUs as the reference category and private institutions being the reference category when compared to public. Descriptive statistics for the institutional characteristics variables appear in Table 5. The large majority of the sample was employed at research universities with very high research activities (66.3%, 3,229) and at public institutions (84.2%, 4,099).

Table 5

Descriptive Statistics for the Institutional Characteristics Variables (n=4,871)

	%	N
Institutional Type		
RU/VH	66.3	3,229
RU/H	25.9	1,264
DRU	7.8	378
Institutional Control		
Public	84.2	4,099
Private	15.8	772

3.8 Data Analysis*3.8.1 Cross-Tabulation and Chi Square Test*

To answer the first research question, if intent to leave differs by racial/ethnic groups, a cross-tabulation was conducted to collect chi-squared statistics and explore if there were significant frequency differences among these variables. According to Field (2009), one way to explore the relationship of two categorical variables is using Pearson's chi-square test, which is based on the idea of comparing frequencies observed in a certain category to the frequencies you might expect to observe by chance. For this analysis, a one-way chi-squared design was used because the purpose of the test was to determine goodness of fit. Goodness-of-fit- test is another name for the one-way chi-squared test as it exams how close of a fit there is between the observed frequencies and what might be theoretically expected (Field, 2009).

3.8.2 ANOVA

To understand if job satisfaction differs by race/ethnicity and to determine if a relationship exists between intent to leave and job satisfaction (research questions two and three) two separate ANOVAs were conducted. Shavelson (1996) states, "The one-way ANOVA is used to analyze data from designs with one independent variable that produces two or more groups of

subjects” (p. 370). Additionally, Shavelson (1996) explains the purpose of the one-way ANOVA is to compare the means of two or more groups to decide if the observed differences between the variables occurred by chance or by some sort of a systematic effect. The identification of the differences is done by comparing the variability of scores within a group with the variability between the group means. If the variability between groups is greater than the variability within groups, the result is evidence of a significant group difference (Shavelson, 1996).

3.8.3 Multinomial Logistic Regression

To answer research question four, a multinomial logistic regression, exploring the relationship between the dependent and independent variables, controlling for the demographic and professional experience factors and institutional characteristics, was conducted. As the intent to leave variable (DV) in this study was a categorical variable that consisted of more than two categories, multinomial logistic regression was used. Field (2009) suggests multinomial logistic regression is a form of logistic regression that allows for outcome variables with more than two categories by breaking down outcome variables into a series of comparisons between two categories and allowing for the identification of a baseline category. More specifically, multinomial logistic regression models predict the probability of an event occurring for a given person (given category of dependent variable) and makes the prediction of whether an event will occur using the log-likelihood statistic or odds ratio, that is based on summing the probabilities associated with the predicted and actual outcomes. According to Field (2009), the odds ratio is a descriptive statistic that measures effect size and is used to describe the strength of an association among binary data values. If the odds ratio value is greater than one, as the predictor increases, the odds of the outcome occurring increases; conversely, if the odds ratio value is less than one,

as the predictor increases, the odds of the outcome occurring decreases (Field, 2009). Logits from the multinomial regression models were converted into odds ratios for easy interpretation.

The baseline category for this study is “I have not thought that far ahead.” The multinomial logistic regression models for this study are:

$$\ln\left(\frac{Pr(Y = 1|x)}{Pr(Y = 0|x)}\right) = \ln\left(\frac{p_1}{p_0}\right) = \beta_0 + \beta_1ST + \beta_2STAS + \beta_3SRE + \beta_4SCOL + \beta_5SCOM + \beta_6OS$$

$$\ln\left(\frac{Pr(Y = 2|x)}{Pr(Y = 0|x)}\right) = \ln\left(\frac{p_2}{p_0}\right) = \beta_0 + \beta_1ST + \beta_2STAS + \beta_3SRE + \beta_4SCOL + \beta_5SCOM + \beta_6OS$$

In this model, p_1 represents those who responded “for the foreseeable future or rest of my career,” p_2 represents survey participants who responded “within five years of obtaining tenure.” Additionally, “ST” is an abbreviation for *satisfaction with tenure processes and procedures*, “STAS” is an abbreviation for *satisfaction with teaching, advising, and service expectations*, “SRE” is an abbreviation for *satisfaction with research expectations*, “SCOL” is an abbreviation for *satisfaction with collegiality*, “SCOM” is an abbreviation for *satisfaction with compensation*, and “OS” is an abbreviation for *overall satisfaction with department and institution*.

To answer the fifth research question, which explores the similarities and differences in the effects of the job satisfaction variables on intent to leave by racial/ethnic groups, four sets of multinomial regression analyses were conducted using the same model outlined above. After the models were run, the significant variables were identified and compared across groups.

3.9 Limitations of the Study

The internal and external validity threats to the COACHE Tenure-Track Faculty Job Satisfaction Survey are those common to most standardized survey and include events occurring before or during the survey administration, the instrument itself, and the experimental procedures. Of particular concern, and a threat to internal validity, was the sheer size of the

survey, which included nearly 51 questions or sub-questions and took about 30 minutes to complete. The length of the survey and time required to complete it had the potential to influence how participants reacted to the task and could have influenced their responses. In terms of external validity, the sample for this study was not selected randomly as institutions self-selected to have their pre-tenure faculty participate in the COACHE survey. Since the sample size for this study was quite large consisting of over 4,800 pre-tenure faculty, this study could overcome some of the limitations of this validity issues. Pre-tenure faculty from 92 (55% of all doctorate-granting universities) institutions are represented in the sample. This would suggest there is no apriori reason the result of this study could not be generalizable and the external validity threat is small.

Another limitation is the cross-sectional design of the analysis. The COACHE survey examines job satisfaction of pre-tenure faculty at a specific time and does not necessarily capture how their satisfaction with the variables include changes over time. A longitudinal study would capture this evolution. Furthermore, although a variety of institutional types are explored in the study's analyses; the sample does not reflect the views of all faculty who work at doctorate-granting universities across the country. That said, over 90 institutions are represented which provides meaningful and significant results validating the use of these findings as a guide for developing institutional policy.

While there are always potential threats to the validity of a study, this study is a secondary analysis of existing data. The reliability and validity of the survey and survey administration are assumed based on the reputation of the researchers who designed the instrument and the institution they represent. Finally, the causal relationship between race/ethnicity, job satisfaction, and intent to leave could not be confirmed because of the study's

analyses, although some relationships were established. For these reasons, the internal validity of the research design, not the validity and reliability of the measures, were important issues to consider in order to ensure rigor in this research.

Beyond threats to internal and external validity, there are two other limitations to this study's design that are important to note. First, a conceptual limitation was the use of regression analysis. Field (2009) explains that regression for determining relationships between variables, but is limited in that underlying causality cannot be ascertained. The final limitation is related to the study's participants. There is a possibility that an individual could have participated in the survey more than once in the four-year period explored in this study. This is an important limitation to mention. Institutions could elect to have their pre-tenure faculty participate in the survey every three years and as some respondents who participated in the first administration could have still been pre-tenure three years later, there is the possibility the data set contains multiple responses from one individual. Ideally, multiple responses for an individual would be deleted from the data, however, there was no systematic way of identifying those with multiple responses and elimination of the 2008 data would have decreased the size of the study's sample by over half. That said, according to COACHE researchers and administrators the number of participants with multiple responses is not significant as many institutions did not choose to participate in the third year and elected to have the survey re-administered in the fourth or fifth year.

Chapter 4 - Results

4.1 Overview

The purpose of this study was to identify salient variables related to pre-tenure faculty intent to leave by exploring the unique effect of racial/ethnicity and job satisfaction on faculty intent to leave. This chapter reports the findings from the statistical procedures used to answer the research questions.

4.2 Race/Ethnicity and Faculty Intent to Leave

Research question one asks if there is a relationship between race/ethnicity and pre-tenure faculty departure intentions. In order to explore this question, a chi-square test was conducted and there was a significant relationship between race/ethnicity and intent to leave taken together, $\chi^2(6) = 73.36, p \leq .001$. Table 6 displays the cross-tabulation results.

Table 6

Cross-Tabulation of Race/Ethnicity and Intent to Leave

	The rest of my career		For no more than 5 years after obtaining tenure		I haven't thought that far ahead		χ^2
	N	%	N	%	N	%	
Asian American	126	52%	35	14%	81	33%	73.36
African American/ Black	126	49%	59	23%	71	28%	
Hispanic/ Latino	118	62%	27	14%	45	24%	
White (non-Hispanic)	2843	68%	580	14%	760	18%	

The findings of this analysis suggest Whites (non-Hispanic) and Hispanics/Latinos are most likely to have plans to stay at their current institution for the rest of their careers or foreseeable future. African Americans/Blacks exhibit the greatest intent to leave within five

years of obtaining tenure. Nearly 20 percent of respondents indicated they had not thought that far ahead.

4.3 Race/Ethnicity and Job Satisfaction

To answer the second research questions, which was to determine if job satisfaction differed by racial/ethnic group, one-way ANOVAs were conducted for six job satisfaction variables. This approach is appropriate to determine if the means of each job satisfaction variables were significantly different by racial/ethnic group. The results of the one-way within subject ANOVA comparing the relationship between race/ethnicity and satisfaction with tenure processes and procedures [$F(3,4867) = 3.211, p = .022$], satisfaction with teaching, advising, and service expectations [$F(3,4867) = 2.753, p = .041$], satisfaction with research expectations [$F(3,4867) = 5.933, p \leq .001$], and satisfaction with compensation [$F(3,4867) = 8.597, p \leq .001$] suggest significant differences between groups exist. The results comparing the relationship between race/ethnicity and satisfaction with collegiality [$F(3,4867) = 1.709, p = .163$] and overall satisfaction with department and institution [$F(3,4867) = 1.964, p = .117$] suggest the groups were not significant.

4.4 Job Satisfaction and Intent to Leave

To determine if there was a significant relationship between the job satisfaction variables and intent to leave, six one-way ANOVAs were conducted. The results of the one-way within subject ANOVAs comparing the relationship between intent to leave and satisfaction with tenure policies and procedures [$F(2,4868) = 76.178, p \leq .001$], satisfaction with teaching, advising, and service expectations [$F(2,4868) = 67.697, p \leq .001$], satisfaction with collegiality [$F(2,4868) = 135.469, p \leq .001$], satisfaction with compensation [$F(2,4868) = 75.691, p \leq .001$], and overall satisfaction with department and institution [$F(2,4868) = 587.664, p \leq .001$] suggest significant

relationships exist for all job satisfaction variables, meaning that job satisfaction, regardless the type, are significantly different by faculty intent to leave.

4.5 Race/Ethnicity, Job Satisfaction, and Intent to Leave

The fourth research question explored if race/ethnicity and job satisfaction had unique effects on pre-tenure faculty intent to leave. Multinomial logistic regression was used because the dependent variable, intent to leave, is categorical and includes three categories. The results are presented in Table 7. The χ^2 statistic indicated the decrease in unexplained variance from the baseline model and the final model was significant and the final model was a better fit than the original model, $\chi^2 (50) = 1.22, p \leq .001$.

The first section of the model addressed those variables significant to participants who responded that they would stay at their current institution for the remainder of their career or the foreseeable future as compared to those who had not thought that far ahead. In terms of race/ethnicity, Whites (non-Hispanics) are the reference category. Comparing Asian Americans ($\beta = -.968$, Wald $\chi^2 (1) = 37.27, p \leq .001$) and African Americans/Blacks ($\beta = -.815$, Wald $\chi^2 (1) = 24.37, p \leq .001$) to Whites (non-Hispanics) produced significant and negative coefficients. The model's results suggest Asian Americans are just over 2 times less likely than Whites (non-Hispanics) to decide to stay at their institution as compared to those who had not thought that far ahead. Additionally, the results suggest that African Americans/Blacks are just over two times less likely than Whites (non-Hispanics) to decide to stay at their institution as compared to those who had not thought that far ahead.

Satisfaction with collegiality ($\beta = .070$, Wald $\chi^2 (1) = 11.29, p \leq .001$) and overall satisfaction ($\beta = .268$, Wald $\chi^2 (1) = 205.28, p \leq .001$) produced significant and positive coefficients. The model's results suggest that as pre-tenure faculty satisfaction with collegiality

increases, so does the likelihood that they will stay at their institution. The model's findings also suggest that and as overall satisfaction with department and institution increased, so does the likelihood that pre-tenure faculty will stay at their institution as compared to those who had not thought that far ahead.

Table 7

Multinomial Logistic Regression of the Relationship Between Race/Ethnicity and Job Satisfaction as a Predictors of Intent to Leave (n=4,871)

	The rest of my career or foreseeable future			For no more than five years after obtaining tenure		
	B	Std. Error	Odds Ratio	B	Std. Error	Odds Ratio
Intercept	-5.99*	1.26		-.737	1.34	
Race						
Asian American	-.968*	.159	.380	-.485*	.217	.616
African American/Black	-.815*	.165	.443	.033	.195	1.03
Hispanic/Latino	-.348	.190	.706	-.240	.257	.787
White (non-Hispanic)	0 ^b	.		0 ^b	.	
Job Satisfaction						
Satisfaction with Tenure Processes and Expectations	-.026	.013	.975	-.005	.016	.995
Satisfaction with Teaching, Advising, and Service Expectations	.009	.009	1.01	.018	.011	1.02
Satisfaction with Research Expectations	-.004	.034	.996	.075	.045	1.08
Satisfaction with Collegiality	.070*	.021	1.07	.026	.026	1.03
Satisfaction with Compensation	-.013	.036	.987	-.100*	.046	.904
Overall Satisfaction	.268*	.019	1.31	-.179*	.021	.836
Demographic/Professional Experience						
<i>Gender</i>						
Female	.042	.081	1.04	.085	.107	1.34
Male	0 ^b	.		0 ^b	.	

* $p \leq .001$

Table 7 (continued)

Multinomial Logistic Regression of the Relationship Between Race/Ethnicity and Job Satisfaction as a Predictors of Intent to Leave (n=4,871)

	The rest of my career or foreseeable future			For no more than five years after obtaining tenure		
	B	Std. Error	Odds Ratio	B	Std. Error	Odds Ratio
Demographic/Professional Experience (continued)						
<i>Age</i>						
60 or Above	3.71	1.23	40.97	.458	1.28	1.58
50 to 59	3.32	1.19	27.69	.692	1.23	2.00
40 to 49	2.88	1.19	17.75	.921	1.23	2.51
30 to 39	2.35	1.19	10.51	.883	1.23	2.42
29 or below	0 ^b	.		0 ^b	.	
<i>Salary</i>						
\$44,999 or below	-.029	.263	.971	.048	.367	1.05
\$45,000 – 59,999	.218	.257	1.24	.072	.362	1.07
\$60,000 to 82,499	-.036	.268	.965	-.242	.380	.785
\$82,500 or above	0 ^b	.		0 ^b	.	
<i>Academic Discipline</i>						
Humanities and Visual and Performing Arts	.187	.128	1.20	.152	.165	1.61
Physical Sciences, Engineering, Computer Science, Math, and Statistics	.352	.141	1.42	-.088	.193	1.34
Biological Sciences, Health and Human Ecology, Agriculture, and Environmental Science	.271*	.136	1.31	.093	.180	1.56
Business, Education, and others	.196	.142	1.22	.273	.180	1.87
Medical School and Health Professions	.367	.140	1.44	.081	.185	1.56
Social Sciences	0 ^b	.		0 ^b	.	

* $p \leq .001$

Table 7 (continued)

Multinomial Logistic Regression of the Relationship Between Race/Ethnicity and Job Satisfaction as a Predictors of Intent to Leave (n=4,871)

	The rest of my career or foreseeable future			For no more than five years after obtaining tenure		
	B	Std. Error	Odds Ratio	B	Std. Error	Odds Ratio
Institutional Characteristics						
<i>Institution Type</i>						
RU/VH	.225	.143	1.25	.604	.209	1.83
RU/H	.291	.155	1.34	.641	.223	1.90
DRU	0 ^b	.		0 ^b	.	
<i>Institution Control</i>						
Public	.162	.107	1.18	.474	.153	1.61
Private	0 ^b	.		0 ^b	.	

* $p \leq .001$

The second section of the model addressed those variables significant to participants responding that they had intentions to leave within five years of obtaining tenure as compared to those who had not thought that far ahead. Satisfaction with compensation ($\beta = -.100$, Wald $\chi^2(1) = 4.68$, $p \leq .05$) and overall satisfaction ($\beta = -.179$, Wald $\chi^2(1) = 70.30$, $p \leq .001$) produced significant and negative coefficients. The model's results suggest that as pre-tenure faculty satisfaction with compensation increased, the likelihood that they will leave within five years of obtaining tenure as compared to those who had not thought that far ahead decreased or by 11 percent. Furthermore, as pre-tenure faculty overall satisfaction with department and institution increased, the likelihood that they will leave their institution as compared to those who had not thought that far ahead decreased by 20 percent.

In sum, African America/Black pre-tenure faculty appear to be more likely to have intentions to leave their institution within five years of obtaining tenure even after controlling for

other independent variables. Additionally, Asian American pre-tenure faculty appear to be less likely to have intentions to stay or leave, which seems plausible as most responded they had not thought that far ahead (see Table 1). The salient job satisfaction variables for pre-tenure faculty with intent to stay were satisfaction with tenure processes and procedures, satisfaction with collegiality, and overall satisfaction. The job satisfaction variables of significance when comparing pre-tenure faculty who intend to leave their institution to those who have not thought that far ahead were satisfaction with compensation and overall satisfaction.

4.6 Similarities and Differences Across Racial/Ethnic Groups

The final research question clarifies the similarities and differences in the effect the job satisfaction variables on intent to leave by racial/ethnic group. Four separate sets of multinomial logistic regressions were conducted for each of the racial/ethnic groups represented in the study's sample.

4.6.1 Asian American

The results for the model exploring Asian American respondents are presented in Table 8. The χ^2 statistic indicated the decrease in unexplained variance from the baseline model and the final model was significant and the final model was a better fit than the original model, $\chi^2(42) = 110.82, p \leq .001$.

The first section of the model addressed those variables significant to Asian American pre-tenure faculty who had intentions to stay at their current institution for the rest of their career or the foreseeable future as compared to those who had not thought that far ahead. Satisfaction with tenure processes and procedures produced a significant and negative coefficient, $\beta = -.148$, Wald $\chi^2(1) = 5.21, p \leq .01$, and overall satisfaction produced a significant and positive coefficient, $\beta = .439$, Wald $\chi^2(1) = 20.47, p \leq .001$. As Asian American pre-tenure faculty

satisfaction with tenure processes and procedures increased, the likelihood that they will have intentions to stay as opposed to having not thought that far ahead decreased by 16 percent. As Asian American pre-tenure faculty overall satisfaction with their department and institution increased, the likelihood that they will have intentions to stay as opposed to having not thought that far ahead increased by 55 percent.

Comparing Asian American female to Asian American male pre-tenure faculty produced a significant and positive coefficient, $\beta = .968$, $p \leq .05$, meaning that female Asian American pre-tenure faculty are 2.63 times more likely to stay than their counterpart male faculty.

Comparing Asian American pre-tenure faculty in the business, education, and other professions academic disciplines to those in the social sciences produced a significant and positive coefficient, $\beta = 1.54$, Wald $\chi^2 (1) = 4.60$, $p \leq .01$. Asian Americans in business, education, and other profession appear to be 4.69 times more likely than those in the social sciences to have intentions to stay as compared to having not thought that far ahead.

The second section of the model addressed those variables significant to participants who responded that they had intentions to leave their institution within five years of obtaining tenure as compared to those who had not thought that far ahead. Asian American pre-tenure faculty who made between \$60,000 and \$82,499 ($\beta = 16.92$, Wald $\chi^2 (1) = 384.28$, $p \leq .001$) and \$82,500 and above ($\beta = 17.82$, Wald $\chi^2 (1) = 697.18$, $p \leq .001$) per year as compared to those who made \$44,999 or less produced significant and positive coefficients. Asian Americans who made between \$60,000 and \$82,499 per year appear to be 5.47 times more likely to have intentions to leave within five years of obtaining tenure as opposed to having not thought that far ahead. Asian American pre-tenure faculty who make \$82,500 and above appear to be 2.23 times more likely to

have intentions to leave within five years of obtaining tenure as opposed to having not thought that far ahead.

Table 8

Multinomial Logistic Regression of the Similarities and Differences in Job Satisfaction and Control Variables Predicting Intent to Leave for Asian Americans (n=242)

	The rest of my career or foreseeable future			For no more than five years after obtaining tenure		
	B	Std. Error	Odds Ratio	B	Std. Error	Odds Ratio
Intercept	-4.91***	1.80		-35.62***	1.74	
Job Satisfaction						
Satisfaction with Tenure Processes and Expectations	-.148*	.065	.862	-.142	.085	.868
Satisfaction with Teaching, Advising, and Service Expectations	.039	.041	1.04	.068	.059	1.07
Satisfaction with Research Expectations	-.106	.145	.900	-.289	.201	.749
Satisfaction with Collegiality	.001	.097	1.00	.185	.125	1.20
Satisfaction with Compensation	.074	.155	1.08	.028	.213	1.03
Overall Satisfaction	.439***	.097	1.55	-.166	.109	.847
Demographic/Professional Experience						
<i>Gender</i>						
Female	.968*	.390	2.63	.720	.550	2.05
Male	0 ^b	.		0 ^b	.	
<i>Age</i>						
60 or Above	-.001	.999	1.16	-19.13	.000	4.92
50 to 59	1.14	3.13	2.38	.430	.846	1.54
40 to 49	.602	1.83	4.08	-.844	.523	.430
30 to 39	0 ^b	.		0 ^b	.	

*** $p \leq .001$; ** $p \leq .01$; * $p \leq .05$

Table 8 (continued)

Multinomial Logistic Regression of the Similarities and Differences in Job Satisfaction and Control Variables Predicting Intent to Leave for Asian Americans (n=242)

	The rest of my career or foreseeable future			For no more than five years after obtaining tenure		
	B	Std. Error	Odds Ratio	B	Std. Error	Odds Ratio
<i>Salary</i>						
\$44,999 or below	.146	.146	1.16	16.92***	.863	2.23
\$45,000 – 59,999	.538	.864	1.71	17.82***	.675	5.47
\$60,000 to 82,499	.165	.876	1.17	16.94	.000	2.28
\$82,500 or above	0 ^b	.		0 ^b	.	
<i>Academic Discipline</i>						
Humanities and Visual and Performing Arts	.721	.625	2.06	.560	.876	1.75
Physical Sciences, Engineering, Computer Science, Math, and Statistics	.111	.643	1.12	.332	.894	1.39
Biological Sciences, Health and Human Ecology, Agriculture, and Environmental Science	.052	.680	1.05	-.749	1.03	.473
Business, Education, and others	.142	.717	1.15	.376	.952	1.46
Medical School and Health Professions	1.54*	.721	4.69	1.04	.953	2.83
Social Sciences	0 ^b	.	.	0 ^b	.	
Institutional Characteristics						
<i>Institution Type</i>						
RU/VH	-.584	.852	.558	18.16***	.609	7.68
RU/H	-.009	.906	.991	17.79	.000	5.32
DRU	0 ^b	.		0 ^b	.	
<i>Institution Control</i>						
Public	-.271	.422	.763	.839	.682	2.31
Private	0 ^b	.		0 ^b	.	

*** $p \leq .001$; ** $p \leq .01$; * $p \leq .05$

Note: There were no Asian Americans that fell into the 25 – 29 age category.

Comparing Asian American pre-tenure faculty working at RU/VHs to those working at DRUs produced a significant and positive coefficient, $\beta = 18.16$, Wald $\chi^2 (1) = 889.86$, $p \leq .001$. Asian Americans at RU/VHs appear to be 7.68 times more likely to leave their institution within five years of obtaining tenure as compared to those having not thought that far ahead than those at DRU's.

4.6.2 African American/Black

The results for the model exploring African American/Black respondents are presented in Table 9. The χ^2 statistic indicated that the decrease in unexplained variance from the baseline model and the final model was significant and the final model was a better fit than the original model, $\chi^2 (42) = 111.03$, $p \leq .001$.

The first section of the model addressed those variables significant to African American/Black pre-tenure faculty who responded that they had intentions to stay at their institution for the rest of their career or the foreseeable future as compared to those who had not thought that far ahead. Satisfaction with research expectations produced a significant and positive coefficient, $\beta = .306$, Wald $\chi^2 (1) = 4.39$, $p \leq .05$. As African American/Black pre-tenure faculty satisfaction with research expectations increased, the likelihood that they will have intentions to stay at their institution as opposed to having not thought that far ahead increased by 36 percent.

Comparing African American/Black pre-tenure faculty who are age 60 or above to those between ages 30 and 39 produced a significant and positive coefficient, $\beta = 2.02$, Wald $\chi^2 (1) = 4.07$, $p \leq .05$. African American/Black pre-tenure faculty 60 or older appear to be 7.52 times more likely than those between the ages of 30 and 39 to have intentions to stay at their institution as opposed to having not thought that far ahead.

Comparing African American/Black pre-tenure faculty who make less than \$44,999 ($\beta = -17.57$, Wald $\chi^2(1) = 144.17$, $p \leq .001$), between \$45,000 and \$59,999 ($\beta = -17.13$, Wald $\chi^2(1) = 138.96$, $p \leq .001$), and between \$60,000 and \$82,499 ($\beta = -16.86$, Wald $\chi^2(1) = 150.59$, $p \leq .001$) to those who make \$82,500 or more produced significant and negative coefficients. African American or Black pre-tenure faculty who make less than \$44,999 appear to be 2.33 times less likely than those who made \$82,500 or more to have intentions to stay at their institution as opposed to having not thought that far ahead. African American/Black pre-tenure faculty who make between \$45,000 and \$59,999 appear to be 3.64 times less likely than those who made \$82,500 and over to have intentions to stay at their institution as opposed to having not thought that far ahead. African American/Black pre-tenure faculty who made between \$60,000 and \$82,499 appear to be 4.74 times less likely than those who made \$82,500 or more to have intentions to stay at their institution as opposed to having not thought that far ahead.

The second section of the model addressed those variables significant to African American/Black pre-tenure faculty responding that they had intentions to leave their current institution within five years of obtaining tenure as compared to those who had not thought that far ahead. Satisfaction with research expectations produced a significant and positive coefficient, $\beta = .420$, Wald $\chi^2(1) = 5.29$, $p \leq .05$. The study's results suggest that African American/Black pre-tenure faculty satisfaction with research expectations increased, the likelihood that they will have intentions to leave as opposed to having not thought that far ahead increased by 53 percent. Satisfaction with compensation, $\beta = -.541$, Wald $\chi^2(1) = 8.54$, $p \leq .01$, and overall job satisfaction, $\beta = -.220$, Wald $\chi^2(1) = 6.20$, $p \leq .05$, produced significant and negative coefficients. These results suggest that as African American or Black pre-tenure faculty satisfaction with compensation increased, the likelihood that they will have intentions to leave as

opposed to having not thought that far ahead decreased by 72 percent and as their overall satisfaction increases, the likelihood that they will have intentions to leave as opposed to having not thought that far ahead decreases by 24 percent.

Comparing African American/Black pre-tenure faculty whose age is between 50 and 59 to those between age 30 and 39 produced a significant and negative coefficient, $\beta = -1.61$, Wald $\chi^2 (1) = 5.95$, $p \leq .05$. African American/Black pre-tenure faculty between the ages of 50 and 59 appear to be 5.02 times less likely than those between the ages of 30 and 39 to have intentions to leave their institution as opposed to having not thought that far ahead.

The second section of the model addressed those variables significant to African American/Black pre-tenure faculty responding that they had intentions to leave their current institution within five years of obtaining tenure as compared to those who had not thought that far ahead. Satisfaction with research expectations produced a significant and positive coefficient, $\beta = .420$, Wald $\chi^2 (1) = 5.29$, $p \leq .05$. The study's results suggest that African American/Black pre-tenure faculty satisfaction with research expectations increased, the likelihood that they will have intentions to leave as opposed to having not thought that far ahead increased by 53 percent. Satisfaction with compensation, $\beta = -.541$, Wald $\chi^2 (1) = 8.54$, $p \leq .01$, and overall job satisfaction, $\beta = -.220$, Wald $\chi^2 (1) = 6.20$, $p \leq .05$, produced significant and negative coefficients. These results suggest that as African American or Black pre-tenure faculty satisfaction with compensation increased, the likelihood that they will have intentions to leave as opposed to having not thought that far ahead decreased by 72 percent and as their overall satisfaction increases, the likelihood that they will have intentions to leave as opposed to having not thought that far ahead decreases by 24 percent.

Table 9

Multinomial Logistic Regression of the Similarities and Differences in Job Satisfaction and Control Variables Predicting Intent to Leave for African American/Blacks (n=256)

	The rest of my career or foreseeable future			For no more than five years after obtaining tenure		
	B	Std. Error	Odds Ratio	B	Std. Error	Odds Ratio
Intercept	14.16***	1.96		20.42***	1.70	
Job Satisfaction						
Satisfaction with Tenure Processes and Expectations	.095	.055	1.10	.073	.063	1.08
Satisfaction with Teaching, Advising, and Service Expectations	-.022	.035	.978	-.031	.042	.970
Satisfaction with Research Expectations	.306*	.146	1.36	.425*	.185	1.53
Satisfaction with Collegiality	.129	.095	1.14	.111	.114	1.11
Satisfaction with Compensation	-.136	.148	.873	-.541**	.185	.582
Overall Satisfaction	.133	.081	1.14	-.220*	.088	.803
Demographic/Professional Experience						
<i>Gender</i>						
Female	.072	.367	1.07	.240	.450	1.27
Male	0 ^b	.		0 ^b	.	
<i>Age</i>						
60 or Above	2.02*	1.00	7.52	-16.76	3155	5.26
50 to 59	.039	.477	1.04	-1.61*	.661	.199
40 to 49	.362	.417	1.44	.217	.479	1.24
30 to 39	0 ^b	.		0 ^b	.	
<i>Salary</i>						
\$44,999 or below	-17.57***	1.46	2.33	- 19.78***	.806	2.58
\$45,000 – 59,999	-17.13***	1.45	3.64	- 19.81***	.778	2.49
\$60,000 to 82,499	-16.86***	1.37	4.74	-19.41	.000	3.73
\$82,500 or above	0 ^b	.		0 ^b	.	

*** p ≤ .001; ** p ≤ .01; * p ≤ .05

Table 9 (continued)

Multinomial Logistic Regression of the Similarities and Differences in Job Satisfaction and Control Variables Predicting Intent to Leave for African American/Blacks (n=256)

	The rest of my career or foreseeable future			For no more than five years after obtaining tenure		
	B	Std. Error	Odds Ratio	B	Std. Error	Odds Ratio
<i>Academic Discipline</i>						
Humanities and Visual and Performing Arts	-.115	.567	.891	.197	.700	1.22
Physical Sciences, Engineering, Computer Science, Math, and Statistics	1.15	.704	3.16	.292	.999	1.34
Biological Sciences, Health and Human Ecology, Agriculture, and Environmental Science	.340	.821	1.40	1.92*	.888	6.83
Business, Education, and others	.463	.457	1.59	.773	.586	2.17
Medical School and Health Professions	1.03	.580	2.80	1.16	.724	3.21
Social Sciences	0 ^b	.		0 ^b	.	
Institutional Characteristics						
<i>Institution Type</i>						
RU/VH	-.474	.705	.623	.128	.805	1.14
RU/H	-.441	.723	.643	-.581	.855	.559
DRU	0 ^b	.		0 ^b	.	
<i>Institution Control</i>						
Public	-.819	.535	.441	.196	.670	1.22
Private	0 ^b	.		0 ^b	.	

*** $p \leq .001$; ** $p \leq .01$; * $p \leq .05$

Note: There were no African Americans or Blacks that fell into the 25 – 29 age category.

Comparing African American/Black pre-tenure faculty whose age is between 50 and 59 to those between age 30 and 39 produced a significant and negative coefficient, $\beta = -1.61$, Wald $\chi^2(1) = 5.95$, $p \leq .05$. African American/Black pre-tenure faculty between the ages of 50 and 59

appear to be 5.02 times less likely than those between the ages of 30 and 39 to have intentions to leave their institution as opposed to having not thought that far ahead.

Comparing African American/Black pre-tenure faculty who made \$82,500 or more to those who made \$44,999 or less ($\beta = -19.78$, Wald $\chi^2 (1) = 601.61$, $p \leq .001$) and between \$60,000 and \$82,499 ($\beta = -19.81$, Wald $\chi^2 (1) = 648.48$, $p \leq .001$) produced significant and negative coefficients. These results suggest African American/Black pre-tenure faculty who make \$44,999 or less appear to be 2.58 times less likely than those who make \$82,499 or more to leave their institution as opposed to having not thought that far ahead and those who make between \$60,000 and \$82,499 appear to be 2.49 times less likely than those who make \$82,499 or more to leave their institution as opposed to having not thought that far ahead.

Comparing African American or Black pre-tenure faculty who are in the biological sciences, health and human ecology, agriculture, and environmental sciences academic disciplines to those in the social sciences produced a significant and positive coefficient, $\beta = 1.92$, Wald $\chi^2 (1) = 4.68$, $p \leq .05$. The results suggest African American or Black pre-tenure faculty who are in the biological sciences, health and human ecology, agriculture, and environmental sciences academic disciplines appear to be 6.83 times more likely than those who are in the social sciences to leave their institution as opposed to having not thought that far ahead.

4.6.3 Hispanic/Latino

The results for the model exploring Hispanic/Latino respondents are presented in Table 10. The χ^2 statistic indicated the decrease in unexplained variance from the baseline model and the final model was significant and the final model was a better fit than the original model, $\chi^2 (42) = 89.29$, $p \leq .001$.

The first section of the model addressed those variables significant to participants who responded that they had intentions to stay at their current institution for the rest of their career or the foreseeable future as compared to those who had not thought that far ahead. Satisfaction with tenure processes and procedures produced a significant and negative coefficient, $\beta = -.148$, Wald $\chi^2(1) = 5.21$, $p \leq .05$, and overall satisfaction produced significant and positive coefficient, $\beta = .439$, Wald $\chi^2(1) = 20.47$, $p \leq .001$. As Hispanic/Latino pre-tenure faculty satisfaction with tenure processes and procedures increased, the likelihood that they will have intentions to stay at their institution as opposed to having not thought that far ahead decreased by 16 percent. As Hispanic American or Latino pre-tenure faculty overall satisfaction increased, the likelihood that they will have intentions to stay at their institution as opposed to having not thought that far ahead increased by 52 percent.

Table 10

Multinomial Logistic Regression of the Similarities and Differences in Job Satisfaction and Control Variables Predicting Intent to Leave for Hispanic/Latinos (n=190)

	The rest of my career or foreseeable future			For no more than five years after obtaining tenure		
	B	Std. Error	Odds Ratio	B	Std. Error	Odds Ratio
Intercept	4.91**	1.80		-35.62***	1.74	
Job Satisfaction						
Satisfaction with Tenure Processes and Expectations	.439***	.097	1.55	-.166	.109	.847
Satisfaction with Teaching, Advising, and Service Expectations	.039	.041	1.04	.068	.059	1.07
Satisfaction with Research Expectations	-.106	.145	.900	-.289	.201	.749
Satisfaction with Collegiality	-.148*	.065	.862	-.142	.085	.868
Satisfaction with Compensation	.439***	.097	1.08	.028	.213	1.03
Overall Satisfaction	.039	.041	1.00	.185	.125	1.20

*** $p \leq .001$; ** $p \leq .01$; * $p \leq .05$

Table 10 (continued)

Multinomial Logistic Regression of the Similarities and Differences in Job Satisfaction and Control Variables Predicting Intent to Leave for Hispanic/Latinos (n=190)

	The rest of my career or foreseeable future			For no more than five years after obtaining tenure		
	B	Std. Error	Odds Ratio	B	Std. Error	Odds Ratio
Demographic and Professional Experience						
<i>Gender</i>						
Female	.968*	.390	2.63	.720	.550	2.05
Male	0 ^b	.		0 ^b	.	
<i>Age</i>						
30 to 39	-.001	1.63	.999	-19.13	.000	4.92
40 to 49	1.14	.685	3.13	.430	.846	1.54
50 to 59	.602	.391	1.83	-.844	.523	.430
60 or Above	0 ^b	.		0 ^b	.	
<i>Salary</i>						
\$44,999 or below	.146	.934	1.16	16.92***	.863	2.23
\$45,000 – 59,999	.538	.864	1.71	17.82***	.675	5.47
\$60,000 to 82,499	.165	.876	1.18	16.94	.000	2.28
\$82,500 or above	0 ^b	.		0 ^b	.	
<i>Academic Discipline</i>						
Humanities and Visual and Performing Arts	.721	.625	2.06	.560	.876	1.75
Physical Sciences, Engineering, Computer Science, Math, and Statistics	.111	.643	1.12	.332	.894	1.39
Biological Sciences, Health and Human Ecology, Agriculture, and Environmental Science	.052	.680	1.05	-.749	1.032	.473
Business, Education, and others	.142	.717	1.15	.376	.952	1.46
Medical School and Health Professions	1.54*	.721	4.69	1.04	.953	2.83
Social Sciences	0 ^b	.		0 ^b	.	

*** $p \leq .001$; ** $p \leq .01$; * $p \leq .05$

Table 10 (continued)

Multinomial Logistic Regression of the Similarities and Differences in Job Satisfaction and Control Variables Predicting Intent to Leave for Hispanic/Latinos (n=190)

	The rest of my career or foreseeable future			For no more than five years after obtaining tenure		
	B	Std. Error	Odds Ratio	B	Std. Error	Odds Ratio
Institutional Characteristics						
<i>Institution Type</i>						
RU/VH	-.584	.852	.470	18.16***	.609	7.68
RU/H	-.009	.906	.000	17.79	.000	5.32
DRU	0 ^b	.		0 ^b	.	
<i>Institution Control</i>						
Public	-.271	.422	.763	.839	.682	2.3
Private	0 ^b	.		0 ^b	.	

*** $p \leq .001$; ** $p \leq .01$; * $p \leq .05$

Note: There were no Hispanic Americans or Latinos that fell into the 25 – 29 age category.

Comparing female Hispanic Americans or Latinos to male Hispanic Americans or Latinos produced a significant and positive coefficient, $\beta = -.968$, Wald $\chi^2(1) = 6.16$, $p \leq .05$. Female Hispanic/Latino pre-tenure faculty appear to be 2.63 times more likely to stay at their institution for the rest of their career or foreseeable future than having not thought that far ahead.

Comparing Hispanic/Latino pre-tenure faculty in the business, education, and other professions academic disciplines to those in the social sciences produced a significant and positive coefficient, $\beta = 1.54$, Wald $\chi^2(1) = 4.60$, $p \leq .05$. Hispanic American or Latino pre-tenure faculty in the business, education, and other profession disciplines as compared to those in the social sciences are 4.69 times more likely to have intentions to stay at their institution for the rest of their career or the foreseeable future than to having not thought that far ahead.

The second section of the model addressed those variables significant to Hispanic/Latino pre-tenure faculty responding that they had intentions to leave their current institution within five

years of obtaining tenure as opposed to those who had not thought that far ahead. None of the job satisfaction variables produced significant coefficients.

Comparing Hispanic/Latino pre-tenure faculty who made \$44,999 or less ($\beta = 16.92$, Wald $\chi^2 (1) = 384.28$, $p \leq .001$), between \$45,000 and \$59,999 ($\beta = 17.82$, Wald $\chi^2 (1) = 697.18$, $p \leq .001$), and between \$60,000 and \$82,499 ($\beta = 16.94$, Wald $\chi^2 (1) = 6.72$, $p \leq .01$) to those who made \$82,500 or above per year produced significant and positive coefficients. Hispanic/Latino pre-tenure faculty who make \$44,999 or less appear to be 2.23 times more likely than those who make \$82,500 or above per year to have intentions to leave their institution as opposed to having not thought that far ahead. Hispanic/Latino pre-tenure faculty who make between \$45,000 and \$59,999 per year appear to be 5.47 times more likely than those who make \$82,500 or above per year to have intentions to leave their institution as opposed to having not thought that far ahead. Hispanics/Latinos who make between \$60,000 and \$82,499 or above appear to be 2.28 times more likely to have intentions to leave their institution as opposed to having not thought that far ahead.

4.6.4 White (non-Hispanic)

The results for the model exploring White (non-Hispanic) respondents are presented in Table 11. The χ^2 statistic indicated that the decrease in unexplained variance from the baseline model and the final model was significant and the final model was a better fit than the original model, $\chi^2 (44) = 1.01$, $p \leq .001$.

Table 11

Multinomial Logistic Regression of the Similarities and Differences in Job Satisfaction and Control Variables Predicting Intent to Leave for Whites (non-Hispanic) (n=4,183)

	The rest of my career or foreseeable future			For no more than five years after obtaining tenure		
	B	Std. Error	Odds Ratio	B	Std. Error	Odds Ratio
Intercept	-6.10*	1.27		-.871	1.37	
Job Satisfaction						
Satisfaction with Tenure Processes and Expectations	-.024	.014	.977	-.003	.018	.997
Satisfaction with Teaching, Advising, and Service Expectations	.012	.010	1.01	.020	.013	1.02
Satisfaction with Research Expectations	-.017	.038	.983	.082	.050	1.08
Satisfaction with Collegiality	.063	.023	1.06	.014	.029	1.01
Satisfaction with Compensation	-.009	.040	.991	-.067	.052	.935
Overall Satisfaction	.266*	.020	1.30	-.186*	.024	.830
Demographic/Professional Experience						
<i>Gender</i>						
Female	-.021	.089	.979	.040	.118	1.04
Male	0 ^b	.		0 ^b	.	
<i>Age</i>						
60 or Above	3.73	1.23	41.90	.673	1.30	1.96
50 to 59	3.44	1.20	31.29	.817	1.25	2.26
40 to 49	2.84	1.19	17.06	.843	1.24	2.32
30 to 39	2.28	1.19	9.78	.750	1.24	2.12
29 or Below	0 ^b	.		0 ^b	.	
<i>Salary</i>						
\$44,999 or below	.031	.286	1.03	.180	.409	1.20
\$45,000 – 59,999	.269	.280	1.31	.121	.405	1.13
\$60,000 to 82,499	-.011	.291	.989	-.237	.424	.789
\$82,500 or above	0 ^b	.		0 ^b	.	

* p ≤ .001

Table 11 (continued)

Multinomial Logistic Regression of the Similarities and Differences in Job Satisfaction and Control Variables Predicting Intent to Leave for Whites (non-Hispanic) (n=4,183)

	The rest of my career or foreseeable future			For no more than five years after obtaining tenure		
	B	Std. Error	Odds Ratio	B	Std. Error	Odds Ratio
Demographic and Professional Experience (continued)						
<i>Academic Discipline</i>						
Humanities and Visual and Performing Arts	.120	.141	1.13	.101	.183	1.11
Physical Sciences, Engineering, Computer Science, Math, and Statistics	.270	.156	1.31	-.125	.211	.883
Biological Sciences, Health and Human Ecology, Agriculture, and Environmental Science	.253	.149	1.29	.022	.199	1.02
Business, Education, and others	.126	.161	1.13	.242	.205	1.27
Medical School and Health Professions	.198	.154	1.22	-.100	.207	.905
Social Sciences	0 ^b	.		0 ^b	.	
Institutional Characteristics						
<i>Institution Type</i>						
RU/VH	.337	.152	1.40	.722	.229	2.06
RU/H	.363	.165	1.44	.833*	.244	2.30
DRU	0 ^b	.		0 ^b	.	
<i>Institution Control</i>						
Public	.285	.116	1.33	.541*	.169	1.72
Private	0 ^b	.		0 ^b	.	

* $p \leq .001$

The first section of the model addressed those variables significant to White (non-Hispanic) pre-tenure faculty who responded that they had intentions to stay at their current institution for the rest of their career or the foreseeable future as compared to those who had not thought that far ahead. Satisfaction with collegiality, $\beta = .063$, Wald $\chi^2(1) = 7.64$, $p \leq .01$ and

overall satisfaction, $\beta = .266$, Wald $\chi^2(1) = 170.85$, $p \leq .001$, produced significant and positive coefficients. These results suggest that as White (non-Hispanic) pre-tenure faculty satisfaction with collegiality increased, the likelihood that they will stay at their institution as opposed to having not thought that far ahead increased by 6 percent and as White (non-Hispanic) pre-tenure faculty overall satisfaction increased, the likelihood that they will have intentions to stay at their institution as opposed to having not thought that far ahead increased by 30 percent.

The second section of the model addressed those variables significant to White (non-Hispanic) pre-tenure faculty responding that they had intentions to leave their current institution within five years of obtaining tenure as compared to those who had not thought that far ahead. Overall satisfaction produced a significant and negative coefficient, $\beta = -.186$, Wald $\chi^2(1) = 62.26$, $p \leq .001$. This result suggests that as White (non-Hispanic) pre-tenure faculty overall satisfaction increased, they are 5.4 times less to have intentions to leave as opposed to having not thought that far ahead.

Comparing White (non-Hispanic) pre-tenure faculty working at RU/VHs ($\beta = .722$, Wald $\chi^2(1) = 9.90$, $p \leq .01$) and RU/Hs ($\beta = .833$, Wald $\chi^2(1) = 11.68$, $p \leq .001$) to those working at DRUs produced significant and positive coefficients. White (non-Hispanic) pre-tenure faculty working at both RU/VHs and RU/Hs appear to be more than 2 times more likely than those working at DRUs to have intentions to leave their institution as opposed to having not thought that far ahead

Comparing Whites (non-Hispanics) working at public institutions to those working at private institutions produced a significant and positive coefficient, ($\beta = .541$, Wald $\chi^2(1) = 10.21$, $p \leq .001$). This result suggests that White (non-Hispanic) pre-tenure faculty working at

public institutions appear to be 1.7 times more likely than those working at private institutions to have intentions to leave their institution as opposed to having not thought that far ahead.

4.6.5 Summary

Answering research question five, it appears that there are no job satisfaction variables that are significant across the four racial/ethnic groups explored in this study. The results of the four multinomial logistic regression analyses presented above are summarized in Tables 14 and 15. Overall satisfaction with department and institution appears to be significant for all groups except Asian Americans. For Asian Americans, the only significant job satisfaction variable appears to be satisfaction with tenure processes and procedures. Along with overall satisfaction, satisfaction with research expectations appears to be significant for African Americans/Blacks. Satisfaction with compensation along with overall satisfaction was significant for Hispanic/Latinos. Finally, satisfaction with collegiality along with overall satisfaction appears to be significant for Whites (non-Hispanics).

Table 12

Similarities and Differences in the Odds Ratios for Pre-tenure Faculty Who Indicated Intentions to Stay

	Asian American	African American/ Black	Hispanic/ Latino	White (non-Hispanic)
Satisfaction with Tenure Processes and Procedures	.862*	1.10	1.55***	.977
Satisfaction with Teaching, Advising and Service Expectations	1.04	.978	1.04	1.01
Satisfaction with Research Expectations	.900	1.36*	.900	.983
Satisfaction with Collegiality	1.00	1.14	.862*	1.06
Satisfaction with Compensation	1.08	.873	1.08***	.991
Overall Satisfaction	.155***	1.14	1.00	1.30***

*** $p \leq .001$; ** $p \leq .01$; * $p \leq .05$

In terms of the demographic and professional experience variables, the only group in which gender produced a significant result was for Asian Americans. Asian American men appear to be more likely to have departure intentions or to have not thought that far ahead than Asian American women. Age appears to be a significant variable for African Americans/Blacks and Whites (non-Hispanic). Older pre-tenure faculty in these two groups appear to be more likely to have intentions to stay than to leave or not have thought about it, whereas the younger faculty were least likely to have intentions to stay. Salary was significant for Hispanic/Latinos and Whites (non-Hispanic). For Hispanic/Latinos and Whites (non-Hispanic), those who made under \$60,000 per year were more likely to have departure intentions or not have thought that far ahead. Additionally, for groups, those who made over \$82,500 per year were less likely to stay. Lastly, institutional type and control was only significant for Whites (non-Hispanics). White (non-Hispanic) pre-tenure faculty working at RU/VHs and RU/Hs are less likely to stay and those Whites (non-Hispanics) working at public institutions are more likely to leave.

Table 13

Similarities and Differences in the Odds Ratios for Pre-tenure Faculty Who Indicated Intentions to Leave

	Asian American	African American/ Black	Hispanic/ Latino	White (non-Hispanic)
Satisfaction with Tenure Processes and Procedures	.868	1.08	.847	.997
Satisfaction with Teaching, Advising and Service Expectations	1.07	.970	1.07	1.02
Satisfaction with Research Expectations	.749	1.53 *	.749	1.08
Satisfaction with Collegiality	1.20	1.11	.868	1.01
Satisfaction with Compensation	1.03	.582**	1.03	.935
Overall Satisfaction	.847	.803*	1.20	.830***

*** $p \leq .001$; ** $p \leq .01$; * $p \leq .05$

Chapter 5 – Discussion

5.1 Overview

The purpose of this study was to identify salient variables influencing faculty retention and to explain the lack of progress in diversifying the professoriate by exploring the relationship between racial/ethnic group membership and pre-tenure faculty job satisfaction and the collective relationship these variables have on departure intentions. This chapter summarizes the study, discusses the findings, and posits both conclusions and ideas for future research on pre-tenure faculty intent to leave. Finally, the implications of the study's findings on retention efforts for pre-tenure faculty at doctorate-granting universities are presented.

5.2 Summary of the Study

Utilizing the *COACHE Tenure-Track Faculty Job Satisfaction Survey*TM, the study's five research questions examined whether departure intentions were greater for pre-tenure faculty of color than White (non-Hispanic) pre-tenure faculty, whether faculty of color were more or less satisfied with worklife related variables, and whether the interaction between race/ethnicity and job satisfaction had a mediating relationship on departure intentions. The sample for this study was full-time pre-tenure faculty from doctorate-granting universities. A research model, guided by a conceptual framework that used faculty intent to leave as a base, was created containing one dependent variable – intent to leave. Race/ethnicity along with six worklife job satisfaction variables – satisfaction with tenure processes and procedures, satisfaction with teaching, advising, and service expectations, satisfaction with research expectations, satisfaction with collegiality, satisfaction with compensation, and overall satisfaction with department and institution – served as independent variables. Finally, five demographic and professional experience factors (race/ethnicity, gender, age, salary, and academic discipline) and two

institutional characteristics (institution type and institution control) were also included in the model as controlling variables.

5.3 Discussion

The research model (see figure 1) developed for this study was based on the guiding assumptions that faculty of color have greater departure intentions, faculty of color are less satisfied with their worklives and institution overall, and the relationship between job satisfaction and intent to leave differs by race/ethnicity. The finding of this study suggests these assumptions are true. Faculty of color are over twice as likely to have departure intentions or to have not thought that far ahead about their intentions to stay, they are less satisfied with their worklives and institutions and there are significant differences in the job satisfaction variables influencing intent to leave for the groups included in this study. Considering these assumptions together and the results of the regression analyses, the most significant overall finding is that even after controlling for worklife job satisfaction variables, race/ethnicity is still a significant variable influencing pre-tenure faculty intent to leave. This finding has particular saliency when considering the importance of retaining pre-tenure faculty of color, which was one of the primary aims of this study. What follows is a closer look of the study's findings as they relate to each of the research questions explored.

5.3.1 Race/Ethnicity, Intent to Leave, and Job Satisfaction

Much of the existing literature suggests that race/ethnicity is a variable that influences faculty retention and job satisfaction (Allen et al., 2002; Baez, 1998; Jayakumar et al., 2009; Laden & Hagedorn, 2002; Olsen, Maple, & Stage, 1995; Turner et al., 1999; Smith, 2009). The findings of this study indicate the only racial/ethnic group that has significantly higher departure intentions than Whites (non-Hispanics) is African Americans/Blacks (23%). Asian Americans

(14.5%) and Hispanic/Latinos (14.2%) have departure intent that are relatively close to their White (non-Hispanic) (13.9%) counterparts. That said, all the faculty of color in this study were more likely not to have thought that far ahead (21%) than their White (non-Hispanic) counterparts (18.2%), and Asian American pre-tenure faculty were significantly more likely not to have thought that far ahead than any other racial/ethnic group (35%). Although it possible that those who are undecided about staying will actually stay, their indecision suggests the possibility that they could depart. Thus, a conclusion of this study is that retention efforts should focus on those groups who are undecided about staying at their current institution.

The relationship between race/ethnicity and job satisfaction was also a focus of this study's analyses. The results suggested that pre-tenure Asian American, African American/Black, and Hispanic/Latino faculty were less satisfied with teaching, advising, and service expectations than their White (non-Hispanic) counterparts. Moreover, Hispanic/Latino pre-tenure faculty were less satisfied than their White (non-Hispanic) counterparts with compensation and tenure processes and procedures. Finally, African Americans and Whites (non-Hispanics) were less satisfied than their Hispanic/Latino counterparts with research expectations. Faculty of color dissatisfaction with these areas is noted in past research (Baez, 1998; Fenelon, 2003; Jayakumar et al., 2009; Ruffins, 1997; Stanley, 2006; Stanley et al., 2003; Stein, 1994; Turner, 2002; Vargas, 2002). In sum, the study's findings suggest a statistically significant relationship exists between race/ethnicity and intent to leave and job satisfaction varies by racial/ethnic groups, supporting past findings.

5.3.2 Job Satisfaction and Intent to Leave

A number of studies have linked faculty job satisfaction and departure intentions (Ambrose, Huston, & Norman, 2005; Hagedorn, 2000; Johnsrud, 2002; Maiter, 1990; Rosser,

2004; Smart, 1990; Zhou & Volkwein, 2004). This study also suggests there is a definitive link between job satisfaction and intent to leave. Taken together, pre-tenure faculty who were less satisfied with teaching, advising, service, and research expectations had higher departure intentions. Given the establishment of these relationships, the assumption that an relationship exists between job satisfaction and intent to leave is supported by the study's findings.

5.3.3 Race/Ethnicity, Job Satisfaction, and Intent to Leave

Lastly, this study sought to determine if race/ethnicity and job satisfaction have unique relationship to faculty intent to leave and whether these variables were similar or different for the included racial/ethnic groups. The results of the initial multinomial logistic regression analysis suggests that all faculty of color are less likely than their White (non-Hispanic) counterparts to have definitive intentions to stay. In fact, the faculty of color in this study were twice as likely to be undecided or have intent to leave. Additionally, job satisfaction appeared to have a significant effect. In all, the findings of this analysis suggest that race/ethnicity and job satisfaction do influence intent to leave.

When the multinomial logistic regression was run a second time with the data split by racial/ethnic group, a number of significant job satisfaction variables influencing departure intent for each group became apparent. These findings support the conception presented by Jayakumar et al. (2009) that while there is value in looking at faculty in the aggregate, disaggregating the data affords a deeper understanding of the significant variables for specific groups that can only been identified when viewing them separately.

The job satisfaction variable appearing to have the most significant influence on the departure intentions of Asian Americans was satisfaction with tenure processes and procedures. For African Americans/Blacks, satisfaction with research expectations and overall satisfaction

appeared to be related to their departure intentions. Satisfaction with collegiality, compensation, and overall satisfaction appeared to be significant job satisfaction variables influencing the departure intentions of Hispanics/Latinos. Finally, satisfaction with collegiality and overall satisfaction appears to have an impact on the departure intentions of Whites (non-Hispanics).

5.4 Policy Implications

This study's findings have a number of implications for university policy makers and administrators who seek to retain faculty of color. As suggested earlier in this dissertation, the possibility of a leak in the faculty pipeline at the pre-tenure faculty level for faculty of color is supported by the study's findings. Faculty of color appear to be more than twice as likely than their White (non-Hispanic) counterparts to have intentions to leave or to be undecided about staying after obtaining tenure. In order to develop effective retention approaches, it is imperative that job satisfaction be addressed. Particularly, attention to tenure processes and procedures, teaching, advising, service, research expectations, and collegiality is warranted.

5.4.1 Tenure Policies and Procedures

A wealth of existing literature suggests dissatisfaction and lack of clarity surrounding tenure processes and procedures influences faculty job satisfaction and thus impacts departure intent (Barnes, Agago, & Combs, Johnsrud, 2002; Johnsrud & Heck, 1994; Johnsrud & Rosser, 2002; 1998; Smart, 1990). As such, it is not surprising that this variable was found to be significant. Tenure continues to define success in the professoriate and influences faculty satisfaction and retention. Reviews of tenure policies and procedures to assure they are clear, transparent, and relevant for an increasingly diverse professoriate are suggested retention strategies.

5.4.2 Teaching, Advising, Service, and Research Expectations

The core expectations of faculty are teaching, advising, service, and research and the higher education literature is full of commentary on the challenges pre-tenure faculty face as they juggle these responsibilities (Delgado-Romero et al., 2003; Delgado-Romero, Manlove & Hernandez, 2007; Diggs et al., 2009). The findings of this study supports existing literature that indicates pre-tenure faculty are unsatisfied with these expectations and continue to struggle in their attempts to manage their academic careers, which in turn influences departure thinking. Faculty of color tend to find themselves with the added responsibility of attending to diversity work – adding to their responsibilities and taking time away from core expectations (Delgado-Romero et al., 2003; Delgado-Romero, Manlove & Hernandez, 2007; Stanley, 2006). Institutional policy makers and administrators need to develop programs to help new faculty members as they develop their academic identities and manage these core expectations. Finally, policies limiting the focus of pre-tenure faculty involvement in areas outside of these core expectations, intentionally engaging White (non-Hispanic) faculty in the institutions diversity work – not relying on minority faculty to support and carry out diversity efforts, and supporting non-traditional research projects are important considerations.

5.4.3 Collegiality

Relationships with peers and other colleagues are important to pre-tenure faculty and satisfaction with these collegial activities influences departure intentions. Existing research on faculty worklives has noted collegiality as a salient variable particularly for assistant professors (Bauer et al., 2007, Stanley, 2006; Tierney & Bensimon, 2006). To increase satisfaction with collegiality, institutional leaders should consider creating expanded formal and informal opportunities for pre-tenure faculty to interact with their peers in collaborative ways. These

opportunities might include the development of professional development programs focused on giving pre-tenure faculty the skills they need to navigate challenges associated with their jobs and developing self-efficacy and other skills likely to increase job performance. In addition, it has been suggested in the literature that programs designed to encourage relationships between pre-tenured and tenure faculty can be helpful in socializing new faculty (Bauer et al., 2007; Stanley, 2006). Mentoring programs for new faculty, in particular for those populations who are the focus of retention efforts, have proved to be a positive approach for facilitating collegiality (Stanley, 2006; Tierney & Bensimon, 2006). In all, implementing professional development programming and mentoring programs are effective retention tactics that policy makers and administrators may employ to increase pre-tenure faculty satisfaction with collegiality.

5.4.4 Targeted Retention Approaches

This study's findings also support the idea that faculty of color are not all the same and disaggregating the data by racial/ethnic groups exposes relevant variables (Allen et al., 2002; Jayakumar et al., 2009; Smith, 2009; Turner et al., 1999). These results suggest that it is important for institutions to initiate targeted retention approaches.

The Asian Americans in this study did not have definitive intentions to leave their institutions – yet did not have definitive intentions to stay, either. Addressing the job satisfaction variables that influence these plans seem appropriate in order to ensure positive outcomes when definitive decisions are made. On top of overall job satisfaction, satisfaction with teaching, advising, and service expectations and satisfaction with tenure processes and procedures appear to be particularly relevant considerations when adopting retention strategies for Asian Americans.

African American/Black pre-tenure faculty were most likely to have intentions to leave (23%), thus targeted retention approach are warranted for this population as well. In addition to focusing on overall satisfaction and satisfaction with teaching, advising, and service expectations, targeted retention approaches for African Americans/Blacks should consider satisfaction with research expectations.

The Hispanic/Latino pre-tenure faculty in this study's sample responded most similarly to their White (non-Hispanic) counterparts. That said, they were the most sparsely represented racial/ethnic group of those included in the study indicating that their retention is critical for those concerned with increasing faculty diversity. Approaches seeking to increase the retention of Hispanics/Latinos should focus on increasing satisfaction with compensation and collegiality, along with teaching, advising, and service expectations.

Finally, the study results explored the job satisfaction variables that influenced departure intentions of White (non-Hispanic) pre-tenure faculty. Satisfaction with collegiality was significant with regard to their departure intentions. Addressing relationships with colleagues would be an important consideration for those most concerned with the retention of White (non-Hispanic) pre-tenure faculty.

5.5 Research Implications

The results of this study indicate a need for future research to provide an expanded understanding of those variables influencing pre-tenure faculty departure intentions. Although the connection between race/ethnicity, intent to leave, and the job satisfaction variables included in the study, does exist, the control variables appeared to be relevant. Future work on this topic might explore in more depth how demographic and professional experience variables, particularly gender and academic discipline, influence the departure intentions of pre-tenure

faculty. Additionally, this study did not consider those variables external to the work environment (family, institution location, etc.) that have been found in past research to influence intent to leave (Maiter, 1990; Rosser, 2004; Smart, 1990; Zhou & Volkwein, 2004). An understanding of the interplay of some of the other variables included on the COACHE survey would heighten understanding about the experiences of pre-tenure faculty and how these experiences influence their attrition.

A major challenges in analyzing the data in this study, and an issue to be resolved in future research projects of this kind using the COACHE data, are the variables that measure intent to leave. Although the COACHE survey was not designed specifically to measure faculty retention, the inclusion of the departure intent questions lends itself to exploring the relationships between pre-tenure faculty job satisfaction and retention. The existing intent to leave questions and resulting variables are vague and difficult to quantify for use in regression analyses. The expansion and clarification of the variables exploring pre-tenure faculty departure intent will afford researchers the opportunity to quantify the relationships between worklife variables and retention adding to the higher education literature and providing insight for higher education administrators and policymakers.

Finally, the results of this study suggest that regardless of job satisfaction, race/ethnicity is still a significant variable influencing pre-tenure faculty departure intentions at doctorate granting universities. In order to explore in more depth how campus racial climate influences departure intentions of pre-tenure faculty, particular departure intentions of faculty of color, exploring campus racial climate is necessary. One way this could be done using the COACHE data would be the inclusion of racial climate variables on the COACHE survey. The inclusion of

these variables would allow for further exploration of the influence race/ethnicity and issues of diversity have on the retention of faculty during their pre-tenure years.

5.6 Conclusion

The study's findings support the assumption that faculty of color are less likely than their White (non-Hispanic) counterparts to have definitive intentions to stay at their current institutions after obtaining tenure. In fact, when considered in the aggregate, 65% of faculty of color either have departure intentions or have not thought that far ahead – as opposed to only 32% of their White (non-Hispanic) counterparts. These numbers suggest that a focus on the retention of faculty of color is merited. Faculty of color also appear to be less satisfied with tenure processes and procedures than their White (non-Hispanic) counterparts. Although it is often considered an unimportant variable by those in leadership roles in the academy, attention to job satisfaction, as it is linked to departure intent, is a crucial factor in retention overall. The study's findings also suggest that the job satisfaction variables that influence departure intent are different for each of the racial/ethnic groups included in this study's sample. As a result, one size fits all retention approaches are inadequate, and academic leaders who are serious about retention efforts need to adapt pointed approaches. Finally, the creation of policies, programs, and procedures, although a step in the right direction, is not enough. If faculty of color are to feel at “home” in the academy, attention must be paid to the tension between institutional values and the values that faculty of color bring to the academy.

Finally, the notion that higher education institutions are open and accepting with regard to issues of diversity needs to be challenged. The results of this study conclude that race/ethnicity influences the experiences of faculty in higher education and is related to perceptions of satisfaction with worklife and is connected to retention. Although White (non-Hispanic) faculty

have job satisfaction concerns, job satisfaction does not appear to influence their departure intentions in the same way as faculty of color. Although many colleges and universities have embraced the notion that a multicultural community enhances the educational environment, the findings in this study illuminate the challenges the academy continues to face in its pursuit of diversification. The implementation of diversity initiatives and practices has been slow and arduous, particularly in terms of the professoriate, and an understanding that policies and procedures must be tailored to fit individual populations is crucial. Institutional leaders and policy makers must begin to look inscrutably at the culture of their institutions, to challenge existing policies and practices at the institution and department levels, and to provide resources that support infrastructures and initiatives if higher education is to truly reap the benefits diversity brings.

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Appendix A – COACHE Disclaimer

The author acknowledges that the reported results are, in whole or in part, based on analyses of the COACHE Data Set. These data were collected as part of a multi-site survey administration and supported by funds from participating colleges and universities and made available to the author by the Collaborative on Academic Careers in Higher Education. This dissertation has not been reviewed or endorsed by COACHE and does not necessarily represent the opinions of COACHE staff or members, who are not responsible for the contents.



The Collaborative on Academic Careers in Higher Education

APPENDIX B. SURVEY INSTRUMENT

I. DEMOGRAPHIC BACKGROUND

0. Do you have tenure?

- 1 ☐ Yes [SCREEN OUT]
0 ☐ No [CONTINUE]

1. Are you employed in a full-time position on the tenure-track?

- 1 ☐ Yes [CONTINUE]
0 ☐ No [SCREEN OUT]

2. Please provide the FULL name of the institution where you are employed.

[TEXT-REQUIRED]

3. What is the highest degree you have earned?

- 3 ☐ Doctorate (Ph.D., J.D., M.D. etc.)
2 ☐ Master's
1 ☐ Bachelor's
4 ☐ Associate's
5 ☐ Other
98 ☐ Decline to answer

6a. Is this your first tenure-track appointment?

- 1 ☐ Yes [SKIP TO Q7]
0 ☐ No [CONTINUE]
98 ☐ Decline to answer [SKIP TO Q7]

6b. How many years on the tenure track did you complete elsewhere?

- 1 ☐ 1 year or less
2 ☐ 2 years
3 ☐ 3 years
4 ☐ 4 years
5 ☐ 5 or more years
6 ☐ Full tenure
98 ☐ Decline to answer

6d. Did your current faculty appointment begin with credit for prior service elsewhere?

- 1 ☐ Yes [CONTINUE]
0 ☐ No [SKIP TO Q7]
98 ☐ Decline to answer [SKIP TO Q7]

6e. How many years of credit for prior service did you receive?

- 1 ☐ 1 year or less
2 ☐ 2 years
3 ☐ 3 years
4 ☐ 4 years
5 ☐ 5 or more years
98 ☐ Decline to answer

7. Please indicate the year in which your current faculty appointment began:

[PULL DOWN MENU]

8. What is your rank?

- 4 ☐ Professor (or "Full Professor")
- 3 ☐ Associate Professor
- 2 ☐ Assistant Professor
- 1 ☐ Instructor/Lecturer
- 5 ☐ Other

10. Name the department(s) or division(s) in which you hold formal responsibilities.

If you hold a joint appointment, respond to the survey questions about your *primary* department or division. (If only one of your departments is your tenure home, then please choose that department as your primary department.). If your formal responsibilities are evenly split, please choose one department as your primary:

Primary

[TEXT- REQUIRED]

Secondary

[TEXT – NOT REQUIRED]

98 ☐ Decline to answer

11. What is your race? (*Please check all that apply.*)

0 ☐ **American Indian or Native Alaskan:**

A person having origins in any of the original peoples of North and South America (including Central America).

1 ☐ **Asian, Asian-American, or Pacific Islander:**

A person having origins in any of the original peoples of the Far East, Pacific Islands, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, Guam, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, and Samoa.

2 ☐ **White (non-Hispanic):**

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

3 ☐ **Black or African-American**

A person having origins in any of the black racial groups of Africa.

4 ☐ **Hispanic or Latino:**

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin.

5 ☐ **Other**

6 ☐ **Multiracial**

98 ☐ Decline to answer [NO OTHER SELECTION VALID]

IF COUNTRY = 0	IF COUNTRY = 1
<p>12. What is your citizenship status?</p> <p>1 <input type="radio"/> U.S. citizen</p> <p>0 <input type="radio"/> Non-U.S. citizen</p>	<p>12. Are you a Canadian citizen?</p> <p>2 <input type="radio"/> Yes</p> <p>3 <input type="radio"/> No</p>

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98 ○ Decline to answer	98 ○ Decline to answer
------------------------	------------------------

13. What is your gender?

- 0 ○ Male
1 ○ Female
98 ○ Decline to answer

Q13b. Do you identify as a member of the gay, lesbian, bisexual, transgendered (GLBT) community?

- 1 ○ Yes
0 ○ No
98 ○ Decline to answer

14. In what year were you born?

[PULL DOWN MENU]

98 Decline to answer

15. What is your annual salary?

[PULL DOWN MENU] :

- 1 ○ Less than \$30,000
2 ○ \$30,000 to \$44,999
3 ○ \$45,000 to \$59,999
4 ○ \$60,000 to \$74,999
5 ○ \$75,000 to \$89,999
7 ○ \$90,000 to \$104,999
8 ○ \$105,000 to \$119,999
9 ○ \$120,000 or above

98 ○ Decline to answer

Q16. Do you have any children or other dependents?

- 1 ○ Yes [CONTINUE to Q16a1]
0 ○ No [SKIP to Q17]
98 ○ Decline to answer [SKIP to Q17]

Q16a1. How many children *who are infants, toddlers, or pre-school age* live with you at home?

- 0 ○ None
1 ○ 1
2 ○ 2
3 ○ 3
4 ○ 4
5 ○ 5 or more
98 ○ Decline to answer

Q16a2. How many children *in elementary, middle, or high school* live with you at home?

- 0 ○ None
1 ○ 1
2 ○ 2
3 ○ 3
4 ○ 4
5 ○ 5 or more
98 ○ Decline to answer

Q16a3. How many children *currently in college* do you have?

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- 0 ○ None
- 1 ○ 1
- 2 ○ 2
- 3 ○ 3
- 4 ○ 4
- 5 ○ 5 or more
- 98 ○ Decline to answer

16b. How many other dependents (e.g., an adult who requires your care) live with you at home?

[PULL DOWN MENU]

17. Which statement most clearly describes your household's employment situation?

- 0 ○ I do not have a spouse/partner. [SKIP TO Q19]
- 1 ○ My spouse/partner is not employed. [SKIP TO Q19]
- 2 ○ My spouse/partner is employed full-time at this institution. [CONTINUE]
- 3 ○ My spouse/partner is employed full-time elsewhere. [CONTINUE]
- 4 ○ My spouse/partner is employed part-time at this institution. [CONTINUE]
- 5 ○ My spouse/partner is employed part-time elsewhere. [CONTINUE]
- 98 ○ Decline to answer [SKIP TO Q19]

II. TENURE & PROMOTION

This set of items addresses various aspects surrounding tenure in your department.

	5 Very clear	4 Fairly clear	3 Neither clear nor unclear	2 Fairly unclear	1 Very unclear	98 Decline to answer
19. I find the tenure <i>process</i> in my department to be...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I find the tenure <i>criteria</i> (what things are evaluated) in my department to be...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I find the tenure <i>standards</i> (the performance threshold) in my department to be...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I find the <i>body of evidence</i> that will be considered in making my tenure decision to be...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. My sense of whether or not I will achieve tenure is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following pairs of questions ask you to identify the clarity and the reasonableness of various aspects of tenure.

Please answer both questions. If you choose not to answer these questions, please select "This criterion does not apply to me (not applicable)" or "Decline to answer" below.

24a. Is what's expected in order to earn tenure **clear** to you regarding your performance as: **a scholar** (e.g., research and creative work)?

5 Very clear	4 Fairly clear	3 Neither clear nor unclear	2 Fairly unclear	1 Very unclear
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25a. Is what's expected in order to earn tenure **reasonable** to you regarding your performance as: **a scholar** (e.g., research and creative work)?

5 Very reasonable	4 Fairly reasonable	3 Neither reasonable nor unreasonable	2 Fairly unreasonable	1 Very unreasonable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9 ☐ This criterion does not apply to me (not applicable).

98 ☐ Decline to answer

[RECORD N/A FOR BOTH]

[RECORD DECLINE FOR BOTH]

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24b. Is what's expected in order to earn tenure **clear** to you regarding your performance as: **a teacher?**

5 Very clear	4 Fairly clear	3 Neither clear nor unclear	2 Fairly unclear	1 Very unclear
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25b. Is what's expected in order to earn tenure **reasonable** to you regarding your performance as: **a teacher?**

5 Very reasonable	4 Fairly reasonable	3 Neither reasonable nor unreasonable	2 Fairly unreasonable	1 Very unreasonable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9 ☐ This criterion does not apply to me (not applicable).

[RECORD N/A FOR BOTH]

98 ☐ Decline to answer

[RECORD DECLINE FOR BOTH]

24c. Is what's expected in order to earn tenure **clear** to you regarding your performance as: **an advisor to students?**

5 Very clear	4 Fairly clear	3 Neither clear nor unclear	2 Fairly unclear	1 Very unclear
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25c. Is what's expected in order to earn tenure **reasonable** to you regarding your performance as: **an advisor to students?**

5 Very reasonable	4 Fairly reasonable	3 Neither reasonable nor unreasonable	2 Fairly unreasonable	1 Very unreasonable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9 ☐ This criterion does not apply to me (not applicable).

[RECORD N/A FOR BOTH]

98 ☐ Decline to answer

[RECORD DECLINE FOR BOTH]

24d. Is what's expected in order to earn tenure **clear** to you regarding your performance as: **a colleague in your department?**

5 Very clear	4 Fairly clear	3 Neither clear nor unclear	2 Fairly unclear	1 Very unclear
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25d. Is what's expected in order to earn tenure **reasonable** to you regarding your performance as: **a colleague in your department?**

5 Very reasonable	4 Fairly reasonable	3 Neither reasonable nor unreasonable	2 Fairly unreasonable	1 Very unreasonable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9 ☐ This criterion does not apply to me (not applicable).

[RECORD N/A FOR BOTH]

98 ☐ Decline to answer

[RECORD DECLINE FOR BOTH]

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24e. Is what's expected in order to earn tenure **clear** to you regarding your performance as: **a campus citizen?**

5 Very clear	4 Fairly clear	3 Neither clear nor unclear	2 Fairly unclear	1 Very unclear
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25e. Is what's expected in order to earn tenure **reasonable** to you regarding your performance as: **a campus citizen?**

5 Very reasonable	4 Fairly reasonable	3 Neither reasonable nor unreasonable	2 Fairly unreasonable	1 Very unreasonable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9 ☐ This criterion does not apply to me (not applicable).

98 ☐ Decline to answer

[RECORD N/A FOR BOTH]

[RECORD DECLINE FOR BOTH]

24f. Is what's expected in order to earn tenure **clear** to you regarding your performance as: **a member of the broader community** (e.g., outreach)?

5 Very clear	4 Fairly clear	3 Neither clear nor unclear	2 Fairly unclear	1 Very unclear
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25f. Is what's expected in order to earn tenure **reasonable** to you regarding your performance as: **a member of the broader community** (e.g., outreach)?

5 Very reasonable	4 Fairly reasonable	3 Neither reasonable nor unreasonable	2 Fairly unreasonable	1 Very unreasonable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9 ☐ This criterion does not apply to me (not applicable).

98 ☐ Decline to answer

[RECORD N/A FOR BOTH]

[RECORD DECLINE FOR BOTH]

Please indicate whether you agree or disagree with each of the following statements:

26. I have received consistent messages from tenured faculty about the requirements for tenure.

9 Not applicable/ I don't know	5 Strongly agree	4 Somewhat agree	3 Neither agree nor disagree	2 Somewhat disagree	1 Strongly disagree	98 Decline to answer
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27a. In my opinion, tenure decisions here are made primarily on **performance-based criteria** (e.g., research/creative work, teaching, and/or service) rather than on **non-performance-based criteria** (e.g., politics, relationships, and/or demographics).

9 Not applicable/ I don't know	5 Strongly agree	4 Somewhat agree	3 Neither agree nor disagree	2 Somewhat disagree	1 Strongly disagree	98 Decline to answer
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[SKIP TO Q28]

[SKIP TO Q28]

[SKIP TO Q28]

[SKIP TO Q28]

[CONTINUE]

[CONTINUE]

[SKIP TO Q28]

27b. In your opinion, on what **non-performance-based criteria** are tenure decisions in your department primarily made?

[TEXT – REQUIRED]

☐ Decline to answer

[TEXT FIELD NOT REQUIRED]

III. THE NATURE OF YOUR WORK

The next set of items explores your day-to-day activities as a faculty member.

Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:

	9 Not applicable/ I don't know	5 Very Satisfied	4 Satisfied	3 Neither satisfied nor dissatisfied	2 Dissatisfied	1 Very dissatisfied	98 Decline to answer
28. The way you spend your time as a faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28b. The number of hours you work as a faculty member in an average week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29a. The level of the courses you teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29b. The number of courses you teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29c. The degree of influence you have over the courses you teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29d. The discretion you have over the content of the courses you teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29e. The number of students you teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29f. The quality of undergraduate students with whom you interact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IF VERSION = COLLEGE, SKIP TO 30b							
29g. The quality of graduate students with whom you interact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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30b. The amount of time you have to conduct research/produce creative work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30c. The amount of external funding you are expected to find	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[CONTINUE ON SAME PAGE AS PREVIOUS]

	9 Not applicable/ I don't know	5 Very Satisfied	4 Satisfied	3 Neither satisfied nor dissatisfied	2 Dissatisfied	1 Very dissatisfied	98 Decline to answer
30d. The influence you have over the focus of your research/creative work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. The quality of facilities (i.e., office, labs, classrooms)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. The amount of access you have to Teaching Fellows, Graduate Assistants, et al.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. How satisfied are you with the quality of these support services?

	9 Not applicable/ I don't know	5 Very Satisfied	4 Satisfied	3 Neither satisfied nor dissatisfied	2 Dissatisfied	1 Very dissatisfied	98 Decline to answer
33a. Clerical/ administrative services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33b. Research services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33c. Teaching services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33d. Computing services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IV. POLICIES AND PRACTICES

This set of questions addresses faculty policies and practices common at colleges and universities.

Please rate **how important** or **unimportant** the following policies and practices would be to your success, regardless of whether they currently apply to your institution, then rate **how effective or ineffective** each has been at your institution. For each item, please mark the appropriate column.

POLICY/PRACTICE:

1. Formal mentoring program (e.g., assigned mentors, matching)

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

98 ☐ Decline to answer [NO OTHER SELECTION VALID]

2. Informal mentoring

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

98 ☐ Decline to answer [NO OTHER SELECTION VALID]

3. Periodic, formal performance reviews

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

98 ☐ Decline to answer [NO OTHER SELECTION VALID]

4. Written summary of periodic performance reviews

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

98 ☐ Decline to answer [NO OTHER SELECTION VALID]

5. Professional assistance in obtaining externally funded grants

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

98 ☐ Decline to answer [NO OTHER SELECTION VALID]

6. Professional assistance for improving teaching

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

98 ☐ Decline to answer [NO OTHER SELECTION VALID]

7. Travel funds to present papers or conduct research

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

98 ☐ Decline to answer [NO OTHER SELECTION VALID]**8. Paid or unpaid research leave**

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

98 ☐ Decline to answer [NO OTHER SELECTION VALID]**9. Paid or unpaid personal leave**

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

98 ☐ Decline to answer [NO OTHER SELECTION VALID]

10. An upper limit on committee assignments for tenure-track faculty

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

98 ☐ Decline to answer [NO OTHER SELECTION VALID]

11. An upper limit on teaching obligations

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

98 ☐ Decline to answer [NO OTHER SELECTION VALID]

12. Peer reviews of teaching or research/creative work

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix B - COACHE Tenure-Track Job Satisfaction Survey

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34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

98 ☐ Decline to answer [NO OTHER SELECTION VALID]

13. Childcare

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

98 ☐ Decline to answer [NO OTHER SELECTION VALID]

14. Financial assistance with housing

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

98 ☐ Decline to answer [NO OTHER SELECTION VALID]

15. Stop-the-clock for parental or other family reasons

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

98 ☐ Decline to answer [NO OTHER SELECTION VALID]

16. Spousal/partner hiring program

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

98 ☐ Decline to answer [NO OTHER SELECTION VALID]

17. Elder care

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

98 ☐ Decline to answer [NO OTHER SELECTION VALID]

18. Tuition waivers (e.g., for child, spouse/partner)

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

98 ☐ Decline to answer [NO OTHER SELECTION VALID]

19. Modified duties for parental or other family reasons (e.g., course release)

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

98 ☐ Decline to answer [NO OTHER SELECTION VALID]

20. Part-time tenure-track position

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

98 ☐ Decline to answer [NO OTHER SELECTION VALID]

Please indicate your level of agreement or disagreement with the following statements:

	9 Not applicable/ I don't know	5 Strongly agree	4 Somewhat agree	3 Neither agree nor disagree	2 Somewhat disagree	1 Strongly disagree	98 Decline to answer
35a. My institution does what it can to make having children and the tenure-track compatible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35b. My institution does what it can to make raising children and the tenure-track compatible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35c. My departmental colleagues do what they can to make having children and the tenure-track compatible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35d. My departmental colleagues do what they can to make raising children and the tenure-track compatible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35e. My colleagues are respectful of my efforts to balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix B - COACHE Tenure-Track Job Satisfaction Survey

COACHE

Appendix B: Survey instrument

work and home responsibilities.							
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36. How satisfied or dissatisfied are you with your compensation (that is, your salary and benefits)?

⁹ Not applicable/ I don't know	⁵ Very Satisfied	⁴ Satisfied	³ Neither satisfied nor dissatisfied	² Dissatisfied	¹ Very dissatisfied	⁹⁸ Decline to answer
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. How satisfied or dissatisfied are you with the balance between your professional time and your personal or family time?

⁹ Not applicable/ I don't know	⁵ Very Satisfied	⁴ Satisfied	³ Neither satisfied nor dissatisfied	² Dissatisfied	¹ Very dissatisfied	⁹⁸ Decline to answer
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

V. Climate, Culture and Collegiality

This set of questions addresses the climate, culture and collegiality of your workplace.

Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:

	⁹ Not applicable/ I don't know	⁵ Very Satisfied	⁴ Satisfied	³ Neither satisfied nor dissatisfied	² Dissatisfied	¹ Very dissatisfied	⁹⁸ Decline to answer
38a. The fairness with which your immediate supervisor evaluates your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38b. The interest tenured faculty take in your professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38c. Your opportunities to collaborate with tenured faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38d. The value faculty in your department place on your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39a. The amount of professional interaction you have with tenured faculty in your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39b. The amount	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix B - COACHE Tenure-Track Job Satisfaction Survey

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of personal interaction you have with tenured faculty in your department							
39c. The amount of professional interaction you have with pre-tenure faculty in your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39d. The amount of personal interaction you have with pre-tenure faculty in your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[CONTINUE ON SAME PAGE AS PREVIOUS]

	9 Not applicable/ I don't know	5 Very Satisfied	4 Satisfied	3 Neither satisfied nor dissatisfied	2 Dissatisfied	1 Very dissatisfied	98 Decline to answer
40. How well you "fit" (e.g., your sense of belonging, your comfort level) in your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. The intellectual vitality of the tenured faculty in your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41a. The intellectual vitality of pre-tenure faculty in your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41b. Opportunities for participation, appropriate to your rank, in the governance of your institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF VERSION = COLLEGE, SKIP TO 42

41c. Opportunities for participation, appropriate to your rank, in the governance of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Appendix B - COACHE Tenure-Track Job Satisfaction Survey

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your department							
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Please indicate your level of agreement or disagreement with the following statement:

	9 Not applicable/ I don't know	5 Strongly agree	4 Somewhat agree	3 Neither agree nor disagree	2 Somewhat disagree	1 Strongly disagree	98 Decline to answer
42. On the whole, my institution is collegial.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VI. GLOBAL SATISFACTION

Finally, we ask you to make some overall assessments about your department and your institution as a place to work.

44a. Please check the two (and only two) **best aspects** about working at your institution.

- | | |
|---|---|
| 1. Quality of colleagues | 17. Presence of others like me. |
| 2. Support of colleagues | 18. My sense of "fit" here. |
| 3. Opportunities to collaborate with colleagues | 19. Protections from service/assignments |
| 4. Quality of graduate students | 20. Commute |
| 5. Quality of undergraduate students | 21. Cost of living |
| 6. Quality of facilities | 22. Research/creative work requirements for tenure |
| 7. Support for research/creative work (e.g., leave) | 23. Teaching load |
| 8. Support for teaching | 24. Tenure requirements in general |
| 9. Support for professional development | 25. Tenure criteria clarity |
| 10. Assistance for grant proposals | 26. Tenure process clarity |
| 11. Childcare policies/practices | 27. Manageable pressure to perform |
| 12. Availability/quality of childcare facilities | 28. Academic freedom |
| 13. Spousal/partner hiring program | 94. Other (Please specify) [TEXT- REQUIRED if checking "Other"] |
| 14. Compensation | 95. Other (Please specify) [TEXT- REQUIRED if checking "Other"] |
| 15. Geographic location | 99. There are no positive aspects. |
| 16. Diversity | 98. Decline to answer |

44b. Please check the two (and only two) **worst aspects** about working at your institution.

- | | |
|---|--|
| <ul style="list-style-type: none"> 1. Quality of colleagues 2. Support of colleagues 3. Opportunities to collaborate with colleagues 4. Quality of graduate students 5. Quality of undergraduate students 6. Quality of facilities 7. Lack of support for research/creative work (e.g., leave) 8. Lack of support for teaching 9. Lack of support for professional development 10. Lack of assistance for grant proposals 11. Childcare policies/practices (or lack thereof) 12. Availability/quality of childcare facilities 13. Spousal/partner hiring program (or lack thereof) 14. Compensation 15. Geographic location 16. Lack of diversity | <ul style="list-style-type: none"> 17. Absence of others like me. 18. My lack of “fit” here. 19. Too much service / too many assignments 20. Commute 21. Cost of living 22. Research/creative work requirements for tenure 23. Teaching load 24. Tenure requirements in general 25. Tenure criteria clarity 26. Tenure process clarity 27. Unrelenting pressure to perform 28. Academic freedom 94. Other (Please specify) [TEXT-REQUIRED if checking “Other”] 95. Other (Please specify) [TEXT-REQUIRED if checking “Other”] 98. There are no negative aspects. 99. Decline to answer |
|---|--|

45a. All things considered, how satisfied or dissatisfied are you with your **department** as a place to work?

⁹ Not applicable/ I don't know	⁵ Very Satisfied	⁴ Satisfied	³ Neither satisfied nor dissatisfied	² Dissatisfied	¹ Very dissatisfied	⁹⁸ Decline to answer
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45b. All things considered, how satisfied or dissatisfied are you with your **institution** as a place to work?

⁹ Not applicable/ I don't know	⁵ Very Satisfied	⁴ Satisfied	³ Neither satisfied nor dissatisfied	² Dissatisfied	¹ Very dissatisfied	⁹⁸ Decline to answer
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

46a. Who serves as the **chief academic officer** at your institution?

(An institution's 'chief academic officer' typically reports to the President or Chancellor and oversees all educational affairs and activities, including research and academic personnel.)

- | | | |
|---------------|---------------------------------------|---------------|
| ⁵ | ○ President | [CONTINUE] |
| ⁶ | ○ Chancellor | [CONTINUE] |
| ⁴ | ○ Vice President for Academic Affairs | [CONTINUE] |
| ³ | ○ Academic Dean | [CONTINUE] |
| ² | ○ Provost | [CONTINUE] |
| ¹ | ○ Other (Please specify): | [CONTINUE] |
| ⁹ | ○ I don't know. | [SKIP TO Q47] |
| ⁹⁸ | ○ Decline to answer | [SKIP TO Q47] |

Please indicate your level of agreement or disagreement with the following statement:

46b. The person who serves as the chief academic officer at my institution seems to care about the quality of life for pre-tenure faculty.

⁹ Not applicable/ I don't know	⁵ Strongly agree	⁴ Somewhat agree	³ Neither agree nor disagree	² Somewhat disagree	¹ Strongly disagree	⁹⁸ Decline to answer
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. Assuming you achieve tenure, how long do you plan to remain at your institution?

- | | | |
|---------------|---|--------------------|
| ⁴ | ○ For the rest of my career | [SKIP TO Q48] |
| ³ | ○ For the foreseeable future | [SKIP TO Q48] |
| ² | ○ For no more than 5 years after earning tenure | [CONTINUE TO Q47b] |
| ¹ | ○ I haven't thought that far ahead | [SKIP TO Q48] |
| ⁹ | ○ Not applicable | [SKIP TO Q48] |
| ⁹⁸ | ○ Decline to answer | [SKIP TO Q48] |

47b. Why do you plan to remain at your institution for no more than five years after earning tenure?

- | | | |
|---------------|--|--------------------------------------|
| ¹ | ○ Prefer to work at another academic institution | |
| ² | ○ Prefer to work in private industry | |
| ³ | ○ Prefer to work in government | |
| ⁴ | ○ Other (<i>Please explain:</i>) | [TEXT- REQUIRED if checking "Other"] |
| ⁹⁸ | ○ Decline to answer | |

Please indicate your level of agreement or disagreement with the following statement:

48. If I could do it over, I would again choose to work at this institution.

⁹ Not applicable/ I don't know	⁵ Strongly agree	⁴ Somewhat agree	³ Neither agree nor disagree	² Somewhat disagree	¹ Strongly disagree	⁹⁸ Decline to answer
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

49. If a candidate for a tenure-track (pre-tenure) faculty position asked you about your **department** as a place to work, would you:

- ² ☐ Strongly recommend your department as a place to work
- ¹ ☐ Recommend your department with reservations
- ⁰ ☐ Not recommend your department as a place to work
- ⁹⁸ ☐ Decline to answer

50. How do you rate your **institution** as a place for tenure-track (pre-tenure) faculty to work?

- ⁵ ☐ Great
- ⁴ ☐ Good
- ³ ☐ So-so
- ² ☐ Bad
- ¹ ☐ Awful

51. Please use the space below to tell us the **number one thing** that you, personally, feel your institution could do to improve the workplace.

[TEXT- REQUIRED]

☐ Decline to answer